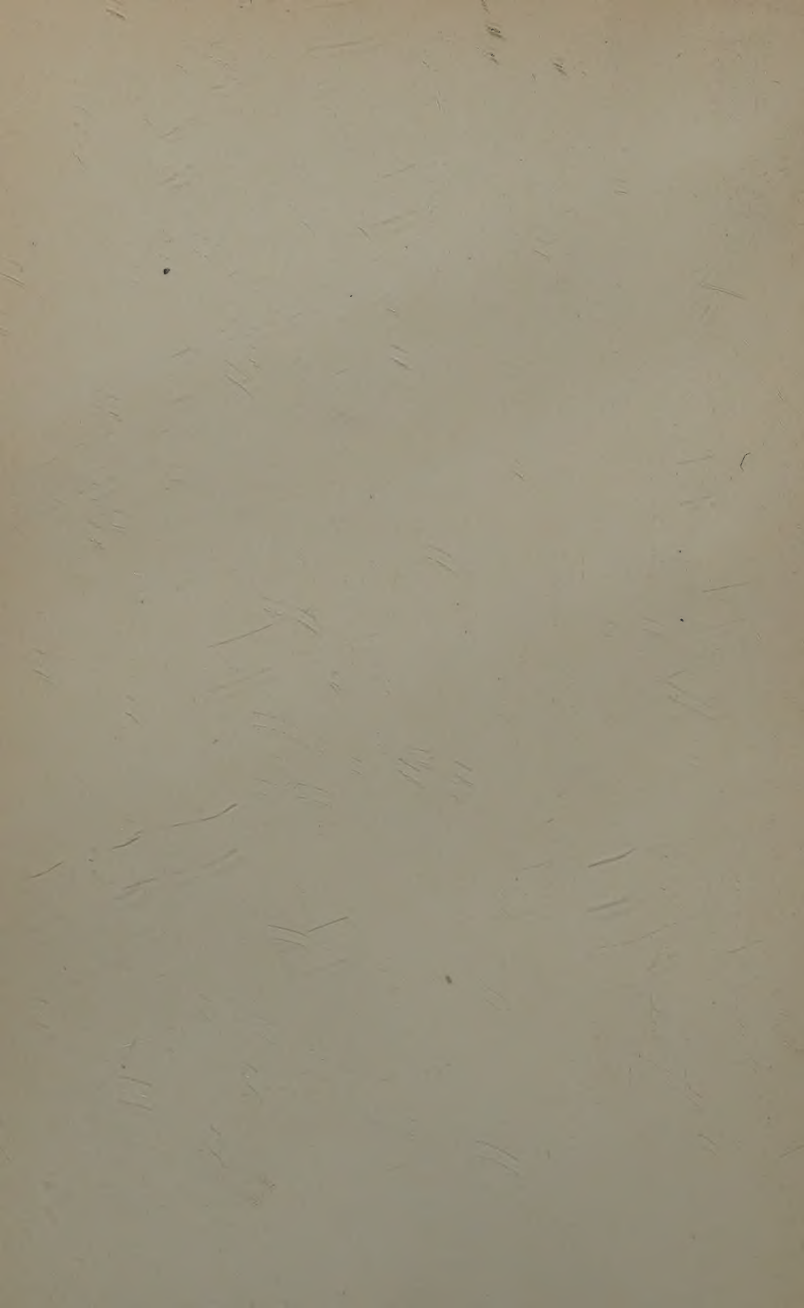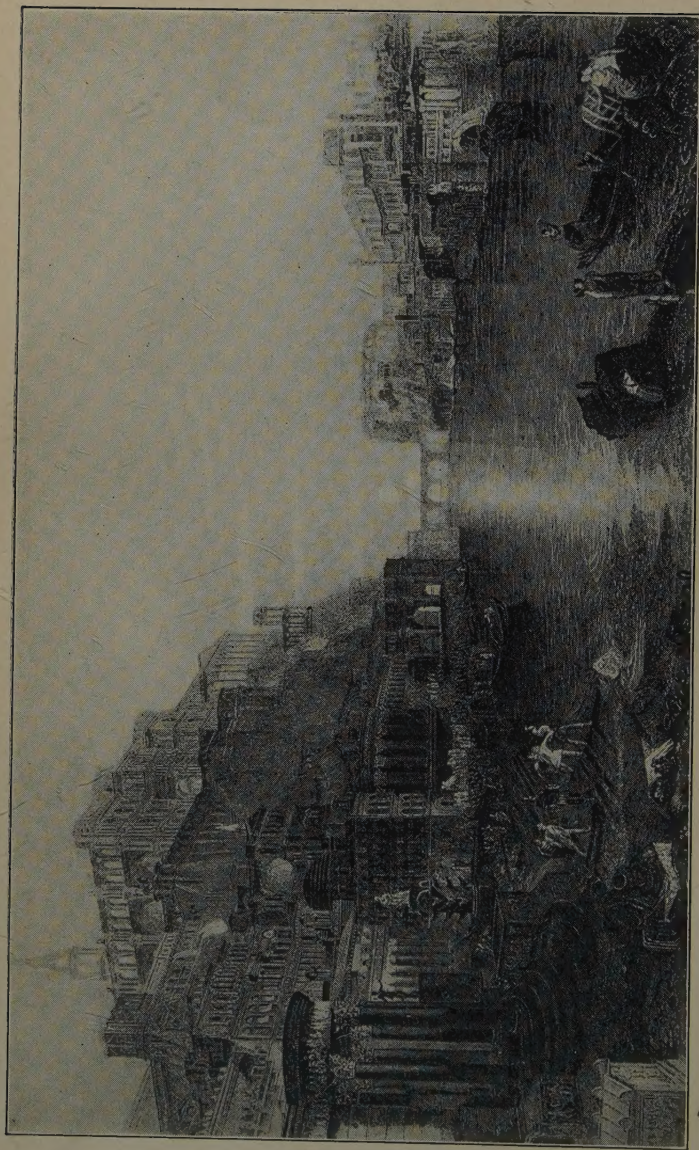# OUR ROMAN LEGACY

The Palaces of the Caesars

*by J. M. W. Turner*
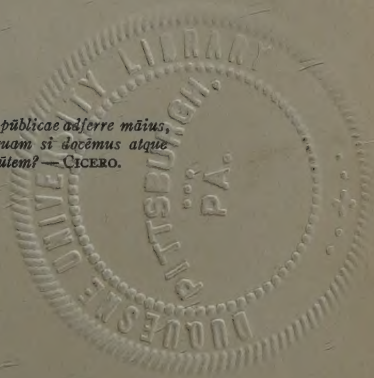
# OUR ROMAN LEGACY

## An Exploratory Course in Latin
### for the Eighth Year

BY

ALVAH TALBOT OTIS, A.M.

HIGH SCHOOL, WHITE PLAINS, NEW YORK

*Quod enim mūnus reī pūblicae adferre māius,
meliusve possumus, quam sī docēmus atque
ērudīmus iuventūtem?* — CICERO.

D. C. HEATH AND COMPANY

BOSTON    NEW YORK    CHICAGO    LONDON
ATLANTA    SAN FRANCISCO    DALLAS

# PREFACE

This book does not pretend to cover the usual materials of first year Latin. It does cover, however, the work outlined for the first half year of Latin in the General Report of the Classical Investigation recently completed under direction of the Classical League. Schools in which the Classical Investigation syllabus has been adopted can pass pupils directly from this exploratory course into the second term of a regular high school Latin class. In other schools, the use of this book will not save any time for those pupils who continue the study of Latin, but it will render the first months of that study so much easier that they should become an incentive and not a discouragement, as is too often the case.

Junior high school authorities have recognized Latin as a suitable medium of instruction, but not as hitherto presented. Doctor Thomas H. Briggs of Teachers' College, Columbia, writes:

> Many schools prescribe that no credit shall be given toward graduation for the study of a foreign language unless it is pursued for one or two full years. As the languages are usually taught, this admission that no compensatory value results from a few weeks or months of study is probably a justification for the prescription. But we can conceive of a material reorganization of the subject matter and of method that will result in a course even in a foreign language that is *profitable whether continued for two years, two months, or even two weeks.*
> — Briggs, *The Junior High School*, p. 161

This book aims to meet this demand. Every lesson in the book has *immediate* value for the pupil regardless of whether he continues the study of Latin or not.

The need for a reorganization of Latin such as is here attempted is further suggested by Professor C. O. Davis of the University of Michigan in his recent *Junior High School Education*. Pages 160–177 of this book present a most admirable

discussion of foreign languages as teaching material for the
junior high school. He says:

Of the various special languages under consideration for the
junior high school, Latin has by all odds the best claim for recogni-
tion. . . . Any attempt (however) to transplant the traditional
beginning course in Latin into the junior high school is doomed to
failure.

The chief function of the junior high school is to present
opportunities for "exploring the interests, aptitudes, and
capacities of its pupils through the use of materials in themselves
worth while" (Briggs). In mathematics and science it performs
this function by using a general course which gives a bird's-
eye view of various phases of these great fields. It does it in
home-making and industrial work by a rotation of typical
shop experiences. But we have tried to do it in Latin by cram-
ming the traditional course, which was essentially and almost
wholly a grammar course, down the throats of babes and
sucklings. Wise administrators have rightly said that this was
not "material in itself worth while."

This exploratory course gives material valuable for itself
to those pupils who go no further with the subject. Part
One is entirely in English and gives what every modern youth
ought to have — a glimpse of that heritage from antiquity,
both literary and historical, which will enable him to interpret
his daily experiences, his daily reading, and his daily civic
problems in the light of the past. Translations from some of
the most significant and interesting bits of Latin literature are
made a principal means of this instruction.

Part Two deals with the Latin language, going just far enough
on the grammatical side to give pupil and teacher a chance to
judge whether the pupil can wisely continue the study of
Latin. Two declensions and the indicative of two conjugations
are presented. The chief emphasis of Part Two is upon the
relations between Latin and English, and upon the survivals
of Latin and Roman influence of various sorts in modern life.

The nomenclature used follows the suggestions of the 1923
revised report of the Joint Committee on Grammatical No-
menclature.

The vocabulary of the book — about 200 words — is not Caesarian except by accident. *The only criterion in the choice of required words has been utility in English.* The Thorndike word count has discovered for us the *commonest words in the English language.* The formal word-lists of this book include the Latin sources for all Latin-derived words among the one thousand commonest in Thorndike's Teacher's Word Book. The only omissions are words whose inflection is beyond the scope of this book. The only additions are a few words — practically all of them producing important English derivatives — which seemed especially desirable in making connected selections for translation.

Almost all the Latin-English exercises are in the form of continuous narrative. Isolated sentences are used for English-Latin exercises, but these exercises are very brief.

Anticipatory use is made of words, forms, and constructions, as these are best approached in an inductive manner. The formal word-lists (the words from the Thorndike count) are placed in the back of the book, so that the pupil will feel obliged to memorize them. Other less important words are given with the stories.

Throughout, the influence of Latin and of Roman culture on our modern language and life dominates the contents of the book.

The author takes this opportunity of thanking his colleagues, Miss Florence C. Behm and Mr. Miles R. Jacobs of the Junior High Schools of White Plains, for many helpful suggestions. This course was used experimentally in their classes for an entire year previous to its publication.

ALVAH TALBOT OTIS.

## NOTE ON USE OF PART ONE

Teachers in whose classes the material of Part One of this text has been used have found that pupils are enthusiastic over it. It should be presented for its interesting content, and read over with the class rather than be assigned for intensive home-study. Its purpose is not to drill the pupil on facts and details, nor to compel him to memorize names and statistics. At the age of the eighth grade pupil these chapters will appeal rather as the basis for class discussion of interesting topics. If taken up in this way in advance and interspersed with comment by the teacher on such points as are most familiar to him, pupils will be found to take real delight in it. After this preliminary discussion, the pupil should be told to read the chapter more carefully at home, and on the following day should be expected to answer *a very few* somewhat general questions on the contents. Such questions should not be so searching and minute as to destroy the general meaning and inspiration of his study; but merely sufficient to indicate that he has read the material thoughtfully and caught the chief ideas of the page.

The author has purposely employed a fairly mature vocabulary, believing that the eighth grade pupil does not want a colorless story, written down to his supposed humble level of intelligence, but that he will enjoy reading a thing as his elders would read it, and that it is not a pedagogical sin if the pupil does not know the meaning of every word. Our purpose is to interest him in the things which may come from the study of Latin, and to give him incidentally some of the big ideas, worth while in themselves, which he will certainly gather from even a superficial perusal of these introductory pages.

# TEACHERS' REFERENCE SHELF

Teachers who wish to refresh their knowledge of facts and atmosphere associated with the topics of Part I will find the following books helpful, in addition to those mentioned for the use of pupils.

BAILEY AND OTHERS: *The Legacy of Rome*, Oxford University Press.

BOISSIER: *Cicero and His Friends*, Putnam.

DILL: *Roman Society From Nero to Marcus Aurelius*, Macmillan.

DILL: *Roman Society in the Last Century of the Western Empire*, Macmillan.

FOWLER: *Social Life at Rome in the Age of Cicero*, Macmillan.

FRANK: *Roman Imperialism*, Macmillan.

GREENOUGH AND KITTREDGE: *Words and Their Ways in English Speech*, Macmillan.

JENKS: *Latin Word Formation*, D. C. Heath.

JOHNSTON: *Private Life of the Romans*, Scott, Foresman & Co.

LEONARD AND COX: *General Language*, Rand McNally.

LEWIS: *The Iliad of Homer*, Translated into English blank verse, Baker & Taylor.

MACKAIL: *Latin Literature*, Scribners.

MUNRO: *Source Book of Roman History*, D. C. Heath.

PAXON: *Handbook for Latin Clubs*, D. C. Heath.

PLUTARCH: *Lives*, 3 v., Dutton.

SABIN: *Relation of Latin to Practical Life*, Frances E. Sabin, Teachers' College, Columbia University.

SCOTT AND CARR: *Development of Language*, Scott, Foresman.

WILLIAMS: *The Aeneid of Vergil* (English translation in beautiful blank verse), Houghton Mifflin.

*The Classical Journal*, W. L. Carr, Secretary-Treasurer, University of Michigan, Ann Arbor, Michigan. University of Chicago Press.

*The Classical Weekly*, Dr. Charles Knapp, Barnard College, New York City.

*Latin Notes*, Classical Bureau, Teachers' College, Columbia University, New York City.

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## FOR THE EIGHTH YEAR

### PART ONE

### THE PRESENT IN RELATION TO THE PAST

# CHAPTER ONE ·

## THE LEGACY OF ANTIQUITY

*Dimidium factum habet quī coepit.* — HORACE.[1]
He who has commenced has done half his task.

Antiquity has left for modern generations priceless treasures of thought which pertain to the various activities of daily life. Language, art, literature, science, religion, government, and ideals of conduct — no one of these is our very own. They have grown out of past achievements and have come down to us through Rome and Europe from many sources. The Egyptians, Chaldeans, Babylonians, Phoenicians, and Greeks each had a marvellous civilization. Rome, the greatest western empire in the history of man, gathered the best from all these sources, assimilated it and added to it, then handed all down to us through Italy, Spain, France, and England.

This book is the story of how these things were done. And since the Latin language (the language of the Romans) was the organ which acquired, assimilated, and announced to posterity the greatest part of this ancient learning, we shall study many Latin words, and observe how these words have grown into the English language which much of the world speaks today.

### STORIES FROM THE PAST

Not the least among the contributions of the past has been no end of stories, true and untrue, but always fascinating, because significant, and often symbolical. These

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[1] The class will find these quotations from Roman literature at the beginning of each chapter useful in several ways: they may serve to introduce a word about the authors themselves; they present material

stories have furnished modern literature with a perfect galaxy of characters whose names have become the common property of all nations and of all languages. The plots of these stories have been woven into the works of the greatest writers of mediaeval and modern times. To be ignorant of them is to be ignorant of the full meaning in much that we read today. For newspaper editors, public speakers, and magazine writers, as well as poets and authors of books, have read these stories — often in the original Latin or Greek — and constantly refer to them and mention characters in them. They assume that all readers are likewise familiar with these tales of the olden times.

## CHAPTER TWO

### THE STORY OF THE TROJAN WAR

*Faber est quisque suae fortūnae* — SALLUST.
Everybody weaves his own destiny.

About the most famous Greek story handed down to us by the Romans is the story of the Trojan war. This is not wholly fiction; for historians have learned that there was a place called Troy, and its ruins have been unearthed. It is also known that there was a long war between this city and the ancient Greeks. The story of this war, as amplified by Homer and Vergil, not only supplies the key to countless literary references and allusions, but also shows us the belief of the old Romans as to their own origin.

Once upon a time Athena (goddess of wisdom), Juno (wife of Jupiter and queen of all the gods), and Venus

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in itself interesting by which pupils may learn pronunciation by imitation; they will assist in enlarging the vocabulary; and they show that proper translation is not necessarily metaphrasing.

(goddess of love), were given by the goddess of Discord a golden apple inscribed "to the fairest." Thereupon dispute arose as to which of them was the most beautiful. Paris, prince of Troy, was invited to make the decision. Each goddess offered him a gift, if he would choose her. Juno promised infinite power; Athena, boundless wisdom; and Venus, the most beautiful woman in the world for his wife. Selfishly, he chose the last, and named Venus, goddess of Love, as the fairest of them all.

Now the most beautiful woman in the world was the Greek Helen, wife already of the Greek leader Menelaus. Paris carried her off to Troy. Then ensued the nine years of conflict known as the Trojan war. The Greeks built a fleet, sailed across the Aegean Sea, landed at Sigeum, and laid siege to Troy. The fighting took place around the walls, just outside the ancient city. Among the Greek leaders were Menelaus, his brother Agamemnon, Ulysses or Odysseus, Achilles, Ajax, and others. On the Trojan side were old King Priam, his sons, Paris and Hector, and Aeneas.

Many are the critical moments and exciting incidents of this long campaign. For some time a quarrel between Achilles and Agamemnon threatens defeat for the Greeks. Achilles, the matchless warrior, sulks in his tent and refuses to participate in the fighting. Again the contest seems to hinge upon a duel between Paris and Menelaus. Paris is wounded, and carried home to be cared for by Helen, who seems to have been very fond of her Trojan husband.

But the Trojans will not accept defeat. In the fighting which follows, Aeneas is wounded. Then Hector, one of the noblest figures of all antiquity, takes a leading part in the struggle. His beautiful wife Andromache begs him to refrain from battle, holds up his young son Astyanax in appeal, and urges him to stay and protect them, rather than endanger his life in the fight. Hector answers that

because he loves them he must fight for their country, and not set an example of cowardice. So with one last farewell, full of affection for them, but full also of heroic patriotism, he fares forth. One of his first encounters is with Patroclus, the best friend of Achilles. Patroclus is slain. This arouses Achilles from his sulking. Vulcan, armor-maker for the gods, forges him a suit of mail. In his tremendous wrath he flings himself upon the noble Hector and strikes him dead. Not satisfied with this, he ties the corpse of his Trojan foe to the rear of his chariot and drags it in triumph nine times about the walls of the city, trailing Hector's lifeless head in the dust. From the city wall Andromache and the child Astyanax view this mournful sight.

Next in pathos, among the many pitiful scenes of this war, stands the ensuing grief of Priam, the white-haired king, who has lost his noblest son, and is soon to lose his kingdom. Unarmed, he leaves the shelter of Trojan walls, and boldly enters the Grecian camp to beg from Achilles permission to bury the body of his son. Victorious Achilles generously grants this request, and a truce is arranged between the armies while funeral ceremonies are celebrated.

The fighting is resumed. Women warriors, called the Amazons, come to help Troy, but are defeated by the Greeks. Later Achilles, who has fallen in love with Polyxena, a daughter of Priam, is betrothed to her during a truce arranged for the purpose. As he leaves the ceremony, however, he is treacherously murdered by Paris.

Ulysses and Ajax contend for the armor of Achilles. The crafty Ulysses wins it — the glorious suit of armor forged by Vulcan. Ajax in insane disappointment commits suicide. So does Polyxena, who could not forget her Greek lover.

Finally Ulysses by a daring trick accomplishes what nine years of fighting and a thousand ships had been unable to do. A huge wooden horse is constructed on the plain

outside Troy and filled with warriors. The Greeks with-draw to the island of Tenedos a few miles away. Through spies they make the Trojans believe they have gone forever, and that this horse is an offering to Athena. The Trojans foolishly pull down their wall and haul the horse to the temple of Athena in the center of the city. They hold a great feast of joy over their deliverance.

In the dead of night when all Troy is sleeping heavily after a day of hard work, out come the hidden Greeks. Helen, with a torch, signals to those on shipboard to approach again and take the city. This they do, and great is the slaughter and destruction. The war which had been so hotly contested is thus suddenly and ignominiously at an end.

EXERCISES:

1. What Trojan do you think most appealed to the Romans when they heard this story? Which character do you consider the most admirable in it?

2. You have heard the common expression "to work (or fight) like a Trojan." Do you now understand better what this means?

3. Hector, as long as he lived, was the Greeks' most formidable opponent. What does the verb, "to hector " mean in English?

4. Whence arose the following English expressions, "An apple of discord "? "When Greek meets Greek "?

### SUPPLEMENTARY READING

After reading this brief summary of the story of the Trojan War, many pupils will be interested to read it unabridged in Lewis' "The Iliad of Homer" or in some other good translation. At least twenty-five pages should be read by all.

Tennyson's beautiful "Oenone" gives us a glimpse be-hind the scenes in the life of Paris. It is one of the most appealing and delicate English poems dealing with the Trojan War.

The pupil may secure a bit of classical background also by reading some of the following books during the term:

> Hamilton, *Ancient Rome — Lives of Great Men*
> Colum, *Adventures of Odysseus and the Tale of Troy*
> Colum, *The Golden Fleece*
> Hawthorne, *Tanglewood Tales*
> Whitehead, *The Standard Bearer*
> Davis, *A Friend of Caesar*

Throughout the term the class should refer from time to time to one of the following for reports on various myths, deities, etc., of classical mythology:

> Guerber, *Myths of Greece and Rome*
> Gayley, *Classic Myths*
> Bulfinch, *Age of Myth and Fable*

Splendid selections of interesting translations from Roman authors will be found in Pym, *Readings from the Literature of Ancient Rome*. Copies of this book should be available to teacher and pupils throughout the term.

## CHAPTER THREE

### THE ADVENTURES OF AENEAS

*Quis nōn est hodiē aptus, crās minus erit.* — OVID.
A man who is unprepared today will be less so tomorrow.

Out of this Trojan War there resulted two long voyages of wandering. Homer's "Odyssey" (a sequel to the "Iliad") tells how Ulysses, the wily Greek chieftain, wandered for years about the Mediterranean in his effort to get back from Troy to his island home in Ithaca. Read Tennyson's beautiful poem "Lotus-Eaters," and especially the "Choric

Song" to realize how these weary fighters felt after their long warfare. This poetry is among the most musical in the English language.

Vergil, the Roman poet, on the other hand, has followed the adventures of the Trojan prince Aeneas as he seeks a new home for Trojan gods and Trojan men distant from Greek persecution. Aeneas was one of few leaders who escaped destruction in the sack of Troy. Through the smoke and flames of his native city he stumbles from street to street carrying on his back his aged father, Anchises, and leading in one hand his young son, Ascanius. His wife, Creusa, follows at a distance. Anchises holds the Lares and Penates (images of the household gods). Other parties in various groups accompany them. Creusa is overcome by fatigue and lost in the turmoil, perhaps killed by Greeks. Many, however, finally meet Aeneas at a rendezvous just outside the city wall.

These fugitives try to settle in Thrace, in Crete, and other places. But events drive them ever westward. They undergo many dangers. As they pass Mt. Etna, they are pursued by the awful one-eyed monster, Polyphemus — one of the race of the Cyclops. Though he wades into the blue waters of the sea to his hips and roars threateningly at their boats, they escape. Then they narrowly evade the whirlpool and neighboring reef known as Scylla and Charybdis near Sicily. Then a terrible storm wrecks their ships, and they are cast up on the shore of northern Africa.

Here was the great Phoenician colony of Carthage, known later as the strongest commercial and naval power of the Mediterranean, the home of Hannibal, and the deadly foe of Rome. At the time when Trojan refugees were wrecked there, it was a growing colony, ruled by Queen Dido, herself a fugitive from lawless Tyre. This was the Carthage which later became Rome's chief rival, of which

Cato in the senate spoke constantly that well known phrase, "*Carthago delenda est*" (Carthage must be destroyed).

This shipwreck gives the Trojan wanderers a good chance to rest, for Dido receives them with kindly hospitality. But finally she is too kind, for she falls in love with Aeneas, and that makes it very hard for both of them. She, as a queen, feels that it is her duty to stay there and rule her colony. But Aeneas, acting under divine guidance in seeking a new home for his subjects, feels it would be a desertion of duty to abandon his search, and settle down quietly as Dido's husband. Duty wins the battle, and he bids her a tearful farewell, sailing northward with all his men. Dido is heartbroken when she sees his vessels putting out to sea. In her sorrow she commits suicide. This episode, according to Vergil, explains the lasting enmity between the two countries which finally led in the second century B.C. to the Roman conquest and destruction of Carthage.

After spending some time in Sicily, Aeneas and his men finally reach Italy. Here his first adventure is a visit to the underworld, where he finds the spirit of his dead father, who advises him as to his future course. The Greeks and Romans believed that after death the souls of good and bad alike went to Hades, or Avernus, a darkish land of spirits beneath the flat world on which they supposed they were living. Here the good found happiness in Elysium, a bright and pleasant land, while the wicked occupied the less desirable portions, and underwent punishment suited to their crimes. In this underworld Aeneas finds also the unborn spirits of the great Romans of the future, and is shown what a mighty race he is destined to establish.

Returning to the world above, Aeneas, now certain of fate, sails north to the mouth of the Tiber. On the banks of this river he finds a friendly king, Latinus, and his daughter Lavinia whom he marries. A long war with his

AENEAS AND ANCHISES

Here we see Aeneas stumbling through the smoke of burning Troy with his aged father on one shoulder and the boy Ascanius following at his heels. Anchises is carrying the little statuette representing the Lares and Penates (household gods). The spirit of their ancestors must go with them to their distant home.

rival Turnus ensues, but this worthy is no match for our hero, and the Aeneid closes with his death in single-handed combat with Aeneas.

Thus the family of Aeneas, the Trojan, settles in Latium, where Rome has stood for three thousand years. The descendants of these settlers were, according to tradition, the founders of Rome. Their language, Latin, takes its name from Latium, the country of old King Latinus, who had given Aeneas a hearty welcome to these shores, and whose daughter had become his wife.

## INTERESTING SURVIVALS FROM CLASSICAL LITERATURE

EXERCISES:

1. Whence comes our phrase, "to cut up didos"?

2. We say, "He stands between Scylla and Charybdis," when a person is threatened with trouble no matter which way he acts. Explain.

3. What other nations besides the Romans have worshiped household gods? What use is made today of the phrase, "Lares and Penates"?

4. After reading the preceding stories, we have come to realize that many words and phrases, used commonly in English, such as "hector," "dido," and others, were originally names of characters in some famous Roman story. The number of such survivals from classical literature is almost countless. Some of the other common words are given in the following list. Look them up in one of the reference books on mythology, or in a dictionary, and be ready to report the story which explains the word to the class.

| | | |
|---|---|---|
| Amazon | Gordian knot | Pandora's box |
| argonaut | harpy | procrustean |
| Cerberus | herculean | sowing dragon's teeth |
| chimerical | hydra-headed | siren |
| Circe | Midas | tantalize |

5. Those who admire beautiful poetry will enjoy reading Tennyson's "Ode to Vergil."

6. An idea of Vergil's poetry, so far as it is possible to appreciate it in translation, may be gained from the selections on pages 63–67.

## CHAPTER FOUR

### THE SPIRIT AND HISTORY OF ROME

*Per aspera ad astra* — SENECA.
Through tribulation to triumph.

### THE SPIRIT OF EARLY ROME

According to tradition, Rome was founded in the eighth century before Christ. She reached the period of her greatest territorial expansion under the Emperor Trajan (98–117 A.D.), and she crumbled and fell into a subordinate place in European affairs during the fifth and sixth centuries A.D. From 500 B.C. unti 31 B.C. Rome was a republic. Before that period she was ruled by kings, and after it by emperors.

Before the empire, Romans took great pride in the simplicity and frugality of their lives. They praised a person who took occasion to rebuke extravagance and the pride of wealth. This is well illustrated by a favorite Roman anecdote told of Cornelia, mother of the Gracchi brothers, Tiberius and Gaius. These boys became prominent Romans who spent their lives maintaining the rights of the common people against the haughty and grasping rich. Both died fighting for these ideals. When they were children, a neighbor was ostentatiously showing their mother her pearls, brought at untold expense from the distant East. Calling her sons, Cornelia put her arms around them, and said proudly, "These are my jewels."

The spirit of early Rome was also marked by admiration for deeds of great personal heroism and self-sacrifice on behalf of the nation. The translation from Livy given below will show this. But later in their history, when the love for luxury and personal indulgence became rife, the

*By permission and courtesy of the Metropolitan Museum of Art*

ROMAN JEWELS

These delicately carved cameos and other jewels reveal the Roman's love for beauty. Wealthy Romans took deep pride in their collections of art objects and searched all the known world to secure beautiful specimens.

Romans forgot these virtues of their ancestors, and the country fell before the unspoiled freshness of life that characterized the invaders from the North.

EXERCISES:

1. Compare the frugality and devotion to duty which characterized our Puritan ancestors with our modern life.

2. Are we avoiding the fate of the Romans, or inviting the same destruction?

## GEOGRAPHIC GROWTH

The spread of Roman government and influence from the struggling colony on the banks of the Tiber until it became an empire dominating the world of that day is the most dramatic territorial expansion in ancient history. The Roman empire is comparable with the British empire of today, which, having its center on a small island, rules lands on which the sun never sets. Its growth is comparable to that of our own country which, beginning with weak and scattered settlements on the Atlantic seaboard, now stretches to the Pacific, and to the Arctic, and embraces such distant parts as Porto Rico, Hawaii, Samoa, and the Philippines.

The first Romans gradually absorbed surrounding tribes in their own neighborhood until they ruled the district of Latium. Soon by wars of defence and offence they were masters of the Italian peninsula, 272 B.C. Later they were confirmed in the possession of this territory by their decisive victory over the Carthaginians. Carthage had become the chief naval power of that day; and had Rome not defeated her, the Mediterranean could never have been dominated by Roman influence. After a siege of four years, Carthage was captured (146 B.C.), and its very site was ploughed and obliterated. Gradually through the conquests of Caesar, Pompey, Augustus, and other leaders, the Romans became the masters of France, Spain, part of

Germany and England, Africa north of the desert, Egypt, the Holy Land, Syria, Asia Minor, the Hellespont and Black Sea country, Thrace, Thessaly, Greece, and Macedonia. In other words, all lands bordering the Mediterranean acknowledged the Roman sway.

That little was then known of territory beyond these limits may be inferred from the following selection (written 7 B.C.) by the geographer, Strabo:

For historians have nothing to say of any land north of Ireland, which lies north of Britain and near to it, and is the home of men who are completely savages and lead a miserable existence on account of the cold. Therefore I believe that there is located the limit (of the habitable world). (Book II, Ch. v, Sec. 8).

### Phases of the Roman Legacy

In absorbing this immense territory, Rome absorbed three most important elements of civilization which she has passed down to us:

1. The Phoenician-Greek-Roman alphabet and Arabic numerals. The alphabet we use in America has had a long history indicated by the compound name just given to it. With the alphabet Rome took, multiplied, and passed along the scientific works of Arabia and Egypt (among them arithmetic, algebra, and geometry), the science and philosophy of the Greeks (including the beginnings of biology), and the unsurpassed beauty of Grecian literature, including the works of Homer, Sophocles, Euripides, and Demosthenes.

2. Greek Art. To date Greece still holds the leadership among all nations of history in idealistic art. Her sculptures decorate our museums and public buildings, her designs adorn our walls, her architecture distinguishes our most imposing structures. Rome received and delivered to us the wonders of this contemporary nation.

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HIBERNIA

Oceanus

Germanicus

Chersonesus Cimbrica

ATLANTICUS

OCEANUS

Trinobantes
BRITANNIA
Atrebates
Belgae

Fretum

Gallicum

Belgae

Rhenus Fl.

G

Galli
Sequanas Fl. Agedincum

Liger

seu

Celtae

GALLIA
Transalpina

Arar Fl.

GALLIA
Cisalpina

Rhaetia

Nori

ITA

Lugdunum

ALPE

Padus

Santones

Aquitani
Tolosa

Aquae
Sextiae

Prov. Romana

40°

Numantia

PYRENAEI
MONTES

Massilia

Lusitania

HISPANIA

Tagus Fl.

Celtiberi

CORSICA

Mare
(Tuscum) s.

Corduba

Saguntum

BALEARES IAE

SARDINIA

Gades

Carthago Nova

MARE

E

Utica
Carthago
Bagrada Fl.
Zama

Clypea

Mauretani

Numidae

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Roman Ascendancy

**Inset (upper right): VICINITY OF ROME**

L. Sabatinus · Capena · Cures · Carseoli
Crustumerium
Veii · Antemnae · Tibur · Arici
MONS SACER · Collatia
Roma · Gabii
Tiberis · Lacus Regillus · Algidus M. · Praeneste
MARE TUSCUM · Ostia · Lac. Albanus · Tusculum
Laurentum · Alba Longa · M. Albanus
Lavinium · Aricia · Velitrae
Ardea · Lanuvium · Cora
Antium · Norba

Miles 0 5 10

**Main map:**

Oceanus Suebicus

Dacia

Moesia · Ister Fl.

PONTUS EUXINUS

Mare Superum

Thracia · Bosporus Thrac.

Cannae · Dyrrhachium · Philippi · Byzantium · Paphlagonia · Halys Fl. · Pontus · Armenia

Apollonia · Macedonia · Thessalonice

Brundisium · Epirus · Bithynia

Actium · Thessalia · Pharsalus · Pergamum · Galatia · Cappadocia

Phocis · Delphi · Mysia · Magnesia · Lycaonia · Isauria

Thebae · Lydia · Phrygia · Pisidia · TAURUS M.

Mare Ionium · Chaeronea · Athenae · Ephesus · Maeander Fl. · Pamphylia · Cilicia · Syria

Argos · Miletus

Syracusae · Sparta · RHODUS I.

CYTHERA I. · CYPRUS I. · Phoenice

CRETA I. · Palaestina

MARE INTERNUM · Hierosolyma · Iudaea

Cyrene · Alexandria

Cyrenaica

Memphis · Aegyptus · Nilus Fl. · Mare Arab

## JULIUS CAESAR

Julius Caesar conquered for Rome territories which now constitute France, Belgium and parts of England and Germany. He was thus the means of bringing England and western Europe under Roman influence. His career was the bridge over which Rome transmitted her legacy to modern times.

The Romans themselves were sculptors and painters, but they gain more glory as the guardians for civilization of the art and architecture of the Greeks.

3. Religion.   The Hebrews had the most advanced religious views of all the nations of antiquity.   They lived in Palestine, a Roman province.   Among them Christ was born, who put a new emphasis on some phases of the Hebrew religion, and became the founder of Christianity. Has it ever occurred to you that it is providential that at the very time when Christ lived a great empire should spring up, embracing His own land of Palestine at one end of its domain, and the barbaric land of Britain at the other? Thus it happened that the Roman empire became the high-road over which Christianity in those early days found its way to northern Europe.   Before and after the days of Rome all the world was split into dozens of hostile and separate nations.   A religion arising in Palestine would scarcely have been heard of outside that tiny land.   But at the precise time when Paul and other missionaries of the early church desired to extend the Gospel to all peoples, at that time, Rome had brought the entire known world into a state of peace such as it had never known, and the new religion found quick access to all nations.

Thus through the greatness of the Roman empire we have gained from eastern peoples our education, art, and religion.   Law, the other essential of civilization, we shall soon see came to us from Rome itself.

### QUOTATIONS ILLUSTRATING THE ROMAN SPIRIT

#### The Heroic Deed of Marcus Curtius

The story of Curtius by the historian Livy, though apparently fictitious, is beautifully symbolic of the Roman ideal that a citizen should give all for his country.   It seems that there was a yawning chasm in the Forum which inter-

fered with its usefulness as a civic center, and that all means had been tried in vain to fill it up. The priests declared that it would close only when the best that Rome possessed should be cast into it.

Then the youthful Marcus Curtius, a brave soldier, rebuked them all for doubting that there could be anything in Rome better than good weapons and a virtuous heart. He demanded silence. Then gazing upon the temples of the immortal gods crowning the Forum, and toward the Capitoline Hill, he raised his hands first to the heavens, then extended them downward toward the gulf which gaped before him (in prayer to the gods below), and solemnly gave himself up to death.

Mounted on his horse which he had decked in the most resplendent trappings he could find, he leapt armed as he was, into the chasm, while the crowds, both men and women, threw in after him precious gifts and fruits.

Thereupon, we read, the gulf closed. Thus by the death of a patriot it is said the greater Forum of later years was made possible.

### Seneca on Citizenship

The philosopher and essayist, Seneca, lived during the empire (4 B.C.–65 A.D.). He was one of the countless victims of the Emperor Nero, who in a fit of jealousy and suspicion required him to commit suicide. In the following brief paragraph he sets forth impressively the idea of devotion to the state in all circumstances. The selection is from an essay entitled "Tranquility of Mind":

If a Roman citizen is driven to the rear rank, even there he can still shout and urge the others on, and show the example and enthusiasm of a soldier. Whatever happens he must stand fast and help by his war-cry. And if his mouth is stopped, he must stand fast and help by his silence. A good citizen always does good service. It does good merely to see and hear him. His appearance, his gestures, his quiet steadfastness, and his very presence, do good.

## CHAPTER FIVE

### TRANSLATIONS DEPICTING THE SPIRIT OF THE EARLY ROMANS

*Omne tulit punctum quī miscuit ūtile dulcī* — HORACE.
He has accomplished everything who has mingled the
useful with the pleasant.

### ROMAN ADMIRATION FOR NOBILITY IN AN ENEMY

Envoys sent to Pyrrhus [1] about the ransom of captives were received by him with all respect. He sent the captives back to Rome without payment. He greatly admired Fabricius, one of the Roman envoys. Learning that he was a poor man, he tried to bribe him to come over to him, offering a quarter of his kingdom. The offer was spurned.

After a year had elapsed, Fabricius was sent against Pyrrhus. While he was encamped not far from the king, a physician from the army of Pyrrhus came to him at night, offering to kill Pyrrhus with poison if some reward be paid him. Fabricius ordered him bound and led back to his master, and told Pyrrhus what the physician had proposed. Then the king, wondering at him, is reported to have said, "He is that same Fabricius whom it is more difficult to turn from honor than to turn the sun from its course!"

EUTROPIUS, II, 14.

### HOW HORATIUS DEFENDED ROME

The followers of Tarquin [2] had fled to Lars Porsena, King of Clusium. There by mingling arguments and

[1] Pyrrhus, King of Epirus, had helped Tarentum in its war against Rome B.C. 280–272.

[2] Tarquin had been king of Rome, but was driven out of the city because of his despotic character. Rome became a republic.

*By permission and courtesy of the Metropolitan Museum of Art*

ETRUSCAN CHARIOT

This wonderfully preserved Etruscan chariot, now in the Metropolitan Museum of Art in New York, dates from the sixth century before Christ. It may have been used by Lars Porsena as he swooped down upon Rome only to be halted at the bridge by Horatius.

tears, they were now begging him not to permit them, descendants of the Etruscans, of the same blood and name as himself, to live in beggarly exile. Porsena came to Rome straightway with his army. Never before had such terror seized the senate, for at that time the power of Clusium was mighty, and the name of Porsena glorious.

When the enemy were upon them, all the inhabitants fled from the countryside into Rome and protected the city with guards. The Sublician Bridge [1] would have given the enemy an entrance to the city — had it not been for one man, Horatius Cocles. He was the defence which fortune gave the Romans that day. He had by chance been posted on guard at the bridge. The Janiculum Hill [2] was captured by sudden assault and the enemy ran eagerly down its slopes. His own men, in a turbulent throng, abandoned their arms and formation. When he saw this, he rebuked them one at a time, and standing in their path, called to witness the faith of gods and men, swearing that it was useless for them to desert their posts and flee.

"If you leave the bridge open behind you," he shouted, "there will soon be more of the enemy on the Palatine [3] and Capitol [3] than there are now on Janiculum. So I tell you: destroy the bridge with tools, with fire, with any means you have! I will withstand the onslaught as long as one man's body can oppose it!"

Thereupon he took his place at the further entrance to the bridge. There he stood preëminent among the rabble who with backs turned were yielding to the battle. By the very miracle of his audacity he amazed the enemy. Shame however kept with him two others: Spurius Larcius and Titus Herminius, both of them prominent in family and

[1] This refers to a bridge built of piles (*sublicae*) over the Tiber River. Rome was then on the left bank, but now extends along both banks of the river.

[2] On the right bank of the Tiber.

[3] On the left bank of the Tiber.

reputation. With these, he withstood the first storm of peril for a time. Then he forced them also to withdraw into safety. There was but a small part of the bridge left, and those who were cutting it down were calling upon them to retreat.

Casting about him fierce and menacing glances on the leaders of the Etruscans, Horatius now challenged them one by one to combat, now taunted them one and all, crying out that they were the slaves and playthings of haughty kings, that they had forgotten their own liberty, and were coming to steal the liberty of others.

For a short time they hesitated while one gazed at another, wondering who would attack him. Then shame seized their line, and raising a shout all hurled their javelins from every side upon the single foe. He caught them all upon his out-thrust shield, and dauntless kept his position on the bridge. Now with a charge they tried to force the hero back. At the same moment came the crash of the shattered bridge, and a mighty shout from the Romans behind him announced that their work had been quickly done. This suddenly checked the charge of the startled enemy.

Then Horatius cried, "O Father Tiber, I pray thee receive these weapons and this soldier beneath thy kindly flood." So, armed, he leaped down into the river. Though many javelins were showered upon him from above, he swam uninjured to his countrymen.

The state was grateful for such courage. His statue was erected in the assembly-place, and he was given as much land as he could drive his plough around in one whole day.[1]

LIVY, II, 9, 1.

[1] Pupils who read Macaulay's " Lays of Ancient Rome " will enjoy the stirring narrative by which this matchless poet depicts the adventures of early Roman leaders.
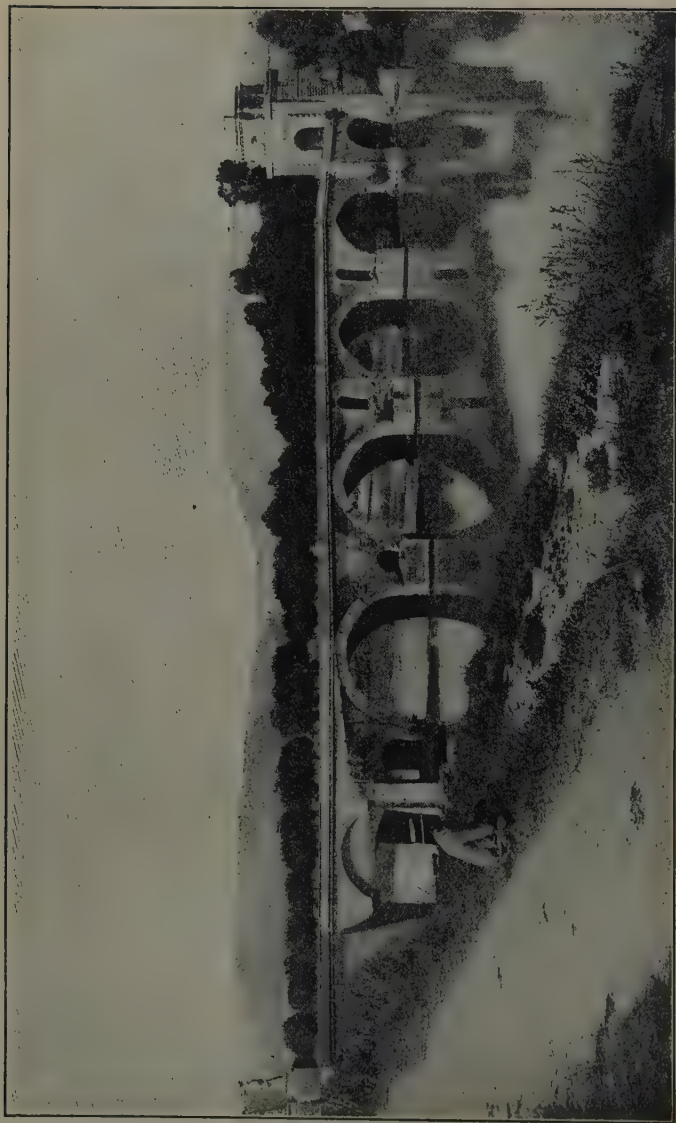
THE MULVIAN BRIDGE

## The Story of Mucius Scaevola

Porsena hoped to capture Rome by siege. But Gaius Mucius, a youth of the nobility, believing that such a disgrace should be punished by a great and bold deed, first decided of his own accord to enter the camp of the enemy. Then, fearing that if he went without the consul's order and the knowledge of his fellows, he might be captured and dragged back as a deserter by Roman sentinels, he went before the senate.

"I would like, senators," said he, "to cross the Tiber and enter the camp of the enemy if possible. Not plunder nor devastation is my purpose; but, if the gods help me, a greater deed."

The city fathers approved. Gaius Mucius hid a sword under his garment, and set forth. When he arrived at his destination, he took his place among a great crowd near the royal tribunal. There the soldiers were being paid, and the clerk was very busy as he sat beside the king. He was dressed almost the same as his monarch. The troops kept going up to him in large numbers. Mucius feared to inquire which of the two was Porsena lest by not knowing the king he should give himself away. So he slew the clerk instead of the king.

He was hurrying away through the frightened crowd where he had made a path for himself with his bloody sword, when the king's retainers, hearing the outcry and running up, arrested him and dragged him back. Alone he stood before the throne. But even among these awful threats of peril he seemed more to be feared than fearful.

"I am a Roman citizen," he said. "They call me Gaius Mucius. As a soldier, I desired to slay my country's foe. It is not my courage alone that is arrayed against you. Behind me is a long army of men who seek the same honor.

So henceforth, prepare, if you will, for this peril. From hour to hour you must fight for your life and look to find an enemy's sword constantly in the entrance to your palace. This is the war which we Roman youths declare against you. You need fear no battle line, no engagement. The conflict is between you as one man and every one of us."

The king was at once enraged and terrified. With menace in his tones, he ordered Mucius to be burned at the stake, should he not explain what threats against his safety lay in the intricacies of these plots.

"Look you," cried Mucius, "that you may know how cheap the body seems to those whose eyes are fixed on glory." And he thrust his right hand into the flame burning on the altar of sacrifice.

The king, almost thunderstruck at this heroism, sprang from his seat and ordered the young man to be removed from the altar.

"Go home," he said, "for verily you dare more hostility against yourself than against me. I send you hence exempt from the rights of war, untouched, inviolate."

Then Mucius, as though repaying kindness for kindness, answered, "Since indeed you hold courage in high respect, you will get from me by your goodness what you could not learn by threats. Three hundred leading youths of Rome have sworn together that we will attack you in this manner. It was my lot to try first. The others, as their turns come, will be here each in his own time — until fortune delivers you into our hands."

Mucius went home, and envoys from Porsena followed him to Rome. His countrymen thereafter gave him the name of Scaevola (Left-handed) because he had lost his right hand in the service of Rome.

LIVY, II, 12, 1.

## Honor More Important Than Life

After this the Carthaginians asked Regulus,[1] the leader whom they had captured, to go to Rome and obtain peace and an exchange of prisoners from the Romans.

He came to Rome, but on being brought before the senate, made no pretension of being a Roman. He declared that from the day on which he had come into the power of the Africans he had ceased to be a Roman. So he even drove his wife from his embrace, and urged the senate not to make peace with Carthage. He reported that they, broken by so many disasters, had no hope, and said it was not worth while that so many thousands of prisoners should be returned for the sake of himself and the few Romans whom the Carthaginians had captured.

So he had his way. For when the Africans sought peace no one listened to them. Regulus himself returned to Carthage. Although the Romans offered to keep him at Rome, he declared that he would not remain in that city in which, since he had been an African captive, he could not retain the dignity of an honorable citizen. Therefore he went back to Africa and was executed with all kinds of torture.

Eutropius, II, 25.

[1] Marcus Atilius Regulus was a Roman consul during the first Punic War. Although long victorious, he had been captured by the Carthaginians.

## CHAPTER SIX

### TRANSLATIONS DEPICTING ROMAN IDEALS AND CHARACTER

*Labōrāre est ōrāre.* — MOTTO OF BENEDICTINE MONKS
To labor is to pray.

### ADMIRATION FOR PERSONAL HEROISM AND LEADERSHIP

Our soldiers hesitated especially because of the depth of the water. But the soldier who carried the eagle of the tenth legion, appealing to the gods that his act might result favorably for his legion, shouted: "Jump down, comrades, unless you wish to surrender the eagle to the enemy. I certainly shall perform my duty to the Republic and to my general!"

*Caesar's fleet stands off the British Coast; a standard-bearer leads the attack.*

Thereupon he threw himself from the ship and began to carry the eagle toward the enemy. Then our men, urging one another not to permit such a disgrace, leapt as one man from the vessel. Those likewise on neighboring ships, seeing them, followed, and all waded toward the enemy.

CAESAR, *Dē Bellō Gallicō*, IV, 25.

There were in this legion two very brave men, centurions, Titus Pullo and Lucius Vorenus. Both of these were approaching the first rank. They were constantly quarreling with each other as to which should get the promotion first. Every year they contended with keenest rivalry for the position.

*Two centurions are rivals for promotion.*

"Vorenus," said Pullo one day, when the fighting was very fierce near the fortifications of the camp, "why do

you hesitate? or what better chance do you look for to prove your courage? This day will settle our quarrels."

Uttering this taunt, he advances outside the defences, and rushes where the enemy seem thickest. At this Vorenus cannot hold himself back, but fearing the criticism of his fellow-soldiers, follows.

When only a short space is left between himself and the Gauls, Pullo hurls his javelin upon them, and pierces one of their number as he rushes forward. The soldier is struck down and killed, but the enemy cover him with their shields, and all hurl their weapons at Pullo and give him no chance to advance. His shield is pierced, and a dart is planted in his sword-belt. This accident pushes his scabbard aside, and delays his right hand as he reaches for his sword. As he hesitates, the enemy surround him.

Thereupon his rival, Vorenus, rushes up and comes to his rescue. All the enemy at once turn from Pullo toward him. (For they suppose that the dart which fastened itself in his belt has pierced the man himself.) Vorenus wages a hand-to-hand sword battle, and killing one foe, drives the rest back somewhat. But as he presses forward too eagerly, he stumbles and falls into a hole.

There he, in his turn, is surrounded; but Pullo brings him help. After a number of the Gauls have been slain, both retreat safely within the fortifications amidst the greatest applause of all their friends.

So Fortune dealt with both in their competition and strife in such a way that one rival was a means of help and safety to the other. No one could decide which seemed more courageous.

CAESAR, *Dē Bellō Gallicō*, V, 44

### ROMAN IDEALS OF FRIENDSHIP

I can urge this only: that you put friendship before all other human affairs, for there is nothing else so well-

suited to human nature and so helpful in prosperity or adversity. But first of all I believe that friendship cannot exist except among the good. Nor can there by any means be friendship without virtue.

Other things which we desire are suitable for one particular purpose: riches that you may use them; wealth that you may be sought after; honors that you may be praised; pleasures that you may rejoice; health that you may be without pain and may enjoy the full use of your body; but friendship includes very many things. Wherever you turn it is at hand; it is excluded from no place, is never untimely, never disagreeable. So, as they say, we have more use for friendship than for fire or water.

Nor do I speak of a vulgar and ordinary acquaintance, which is however pleasing and profitable, but of that true and perfect relationship such as belongs to a chosen few. For this real friendship, by giving and sharing, makes prosperity more splendid and adversity more tolerable.

———————

Let this, then, be the first law of friendship: that we shall seek only honorable acts from our friends and do only honorable acts for them, not even waiting until we are asked. Let us always show enthusiasm, never hesitation, and let us dare to give good advice freely. In friendship the authority of friends who advise us well should be very influential, and this authority should be exercised when circumstances demand it openly and even sharply. When advice is thus given; it should be obeyed. . . . For they seem to take the sun from the universe who take friendship out of life than which we have nothing better nothing more delightful from the immortal gods.

———————

It is character, character, I say which wins and keeps friends. From this comes satisfaction, stability and

constancy. . . .   The foundation of that stability and
constancy which we seek in friendship is faithfulness, for
nothing is stable which is disloyal.

———————

Because human affairs are fragile and fleeting, some must
always be sought whom we may love and by whom we
may be loved.  For when love and kindness are removed,
all pleasure is taken from life. . . .   Of all things which
fortune and nature have bestowed on me, I have nothing
which I can compare with the friendship of Scipio.  In it
I found agreement on public questions, advice for my pri-
vate affairs, and a delightful rest of spirit.  I never of-
fended him in even the slightest matter, so far at least as
I am aware.  I never heard from him an expression which I
could regret.  We had one common house, one life together
in military service, in travel and in vacations.  And what
shall I say of our studies, as we always together sought to
learn and to know?  It was thus removed from the public
eye that we spent all our leisure time.  Had the recollection
and memory of these days died with him, I could never
endure the loss of that most congenial and affectionate
friend . . . .

These are the remarks which I had in mind to make
about friendship.  I urge you to exalt character, without
which friendship cannot exist, and to believe that, except
for character, there is nothing more enduring than friend-
ship.                               Cicero, *Dē Amīcitiā*.

## Tempus Fugit

And yet, O good gods, what is there of length in human
life?  Suppose we live to the utmost possible limit.  Sup-
pose we expect to equal the age of the king of Tartessus.
(For I have seen the statement that there was a certain
Arganthonius at Gades who had reigned eighty years and

had lived one hundred and twenty.) But to me nothing seems long to which there is some end. For when this end comes, then what is past has flown away. Only that remains which you have gained by virtue and righteous acts.

The hours certainly pass away, also the days, months, and years; but past time never returns nor can it be known what will follow. Each one should be content with whatever time is allotted to him for living. For a short life is long enough in which to live well and honorably.

As one's life advances he should not grieve any more than farmers do when the balmy spring passes into summer and autumn. For spring represents youth and foretells the fruits which are to come. Other days are suited to the harvesting and enjoyment of those fruits. The fruit of old age, as I have often said before, is the memory of an abundance of good deeds.

<div style="text-align:right">CICERO, <em>Dē Senectūte</em>, 19, 69.</div>

## THE LOVE OF MONEY

Therefore we must flee from the greed for riches. For nothing is so characteristic of a narrow and small mind as to love wealth. Nothing is more honorable and more magnificent than to despise money if you have it not; and if you have it, to use it in kind deeds and generosity. We must also avoid the greed for fame; for, as I have said before, it steals our liberty, on behalf of which great-souled men should always struggle.

<div style="text-align:right">CICERO, <em>Dē Officiīs</em>, I, 20, 68.</div>

## CHAPTER SEVEN

### ROMAN GOVERNMENT

*Ad maiōrem Deī glōriam.* — MOTTO OF THE JESUITS.
For the greater glory of God.

It is important to get a glimpse of Roman government be-
cause it has suggested so much to modern nations. Like us,
the Romans divided their government into executive, legis-
lative, and judicial departments. Their officers were elected
by the people, and juries were used to decide legal cases.

During the Republic — the best period in the history of
Roman government — the executive power was vested
in two consuls of equal authority— holding the place of our
president. Their term of office was a single year.

The Roman senate was an advisory body of ex-officials
and noblemen whose chief function, theoretically at least,
was to counsel the chief executives, and to conduct financial
affairs and foreign relations. The senate, however, grad-
ually increased in power, encroaching upon the privileges
of the assemblies, until its decrees finally came to have
almost the effect of legislation.

The chief legislative authority resided in the popular
assemblies: the Assembly by Companies and the Assembly
by Tribes. The Assembly by Companies retained the
divisions used in the army, and met on the Campus Martius
(field of Mars) which was the military drill-ground outside
the city walls. The Assembly by Tribes met in the comi-
tium (election place), just off the Roman Forum, or market-
place, and voted by family groups retained from the early
days when the people were divided into tribal bodies.
The first of these assemblies elected the consuls and
praetors (judges); the second chose quaestors (treasurers)
and some other officials. They also voted on the laws.

The type of government in which every voter goes per-
sonally to a big national assembly, is called a democracy.
Democracy is made from two Greek words, meaning "The
Rule of the People."

### DEMOCRACY VERSUS[1] REPUBLICANISM

It can readily be imagined that as Rome expanded until
all the inhabitants of Italy received citizenship, it became
increasingly difficult to get all the voters to Rome for the
annual assemblies. Indeed the most reliable people, the
substantial farmers, and prosperous merchants of the dis-
tant parts of Italy, all men who took pride in their work,
and whose judgment would have added most to the as-
sembly, were usually absent. The assembly often lasted
many days. Men whose time was valuable could not leave
their farms and journey to Rome for an indefinite sojourn.
So the idle and ignorant who had nothing else to do, the
rabble of the big city, often constituted the majority.
Those who were least capable legislated for the country.

This is the inevitable result of pure democracy when
applied beyond the limits of a single neighborhood. The
town meeting of New England, and the school district
meeting of our school units in the rural districts are about
the only examples of pure democracy in our country.

For larger governmental units we have a republican form
of government. That is, we elect representatives to go for
us to the assemblies — city council, state legislature,
national Congress — and these men give their whole time
to the work. They vote either as they personally believe,
or as they think their constituents would like to have them
vote.

Frequently efforts are made in this country to restore a
larger degree of pure democracy. It is seldom proposed

[1] This is the Latin word meaning " against " or " as compared
with." It is abbreviated " vs." Where have you seen it used before?

nowadays that all the people should attend a single meeting
for voting on legislative questions, but the same result is
attempted by submitting important questions and consti-
tutional amendments to popular vote at election times.
Some states have the "initiative," or a custom of permitting
the people to propose laws which they will later vote upon
at a "referendum." The referendum is also used to per-
mit the public to pass on laws which are submitted to
them by the legislature. All these attempts are liable to
the same dangers which the Roman assembly encountered.
"What is everyone's business is no one's business." When
the people must study and vote on so many big questions,
most of them do nothing. The result is that conscientious
people do not vote because they do not feel well enough
informed. Only those who have a selfish interest in the
subject bother to vote. In consequence, not the popular
will, but the expression of the opinion of a few prejudiced
voters determines the issue. Thus we can learn from
Roman history that it is wiser to have good representa-
tives, make them wholly responsible, and to reëlect only
those who do their work conscientiously and capably.

### PATERNALISM

Another governmental lesson which Roman experience
ought to teach us is the folly of paternalism. This word
is derived from the Latin word *pater*, meaning father.
Therefore it applies to acts of government which resemble
the goodness of a father toward a son. When we are given
free education, the government to that extent is pater-
nalistic. The Romans went further (although they never
did have free education). They gave the people public
entertainments at government expense: gladiatorial com-
bats, animal fights, mock battles in the Coliseum, and
theatrical performances.

They went even further and provided a corn dole, or free

food distribution for the poor. Now these things seem good in themselves, but consider the result. The Emperor Augustus, for example, gave gladiatorial exhibitions in which no less than ten thousand men fought. He also presented the people with a mock naval battle in which thirty ships engaged. There were three thousand fighters in this combat besides the rowers. An artificial pond, 800 feet wide and 1,200 feet long was constructed for the purpose.

The aedile (commissioner of public works), who was in charge of such things, would compete with all his predecessors by having these governmental bounties more generous in his year of office than ever before. Thus he would hope for reëlection. It got to the point where so much free food and entertainment were provided that the people grew lazy and refused to work because they could be practically supported by the corn dole. In the reign of Augustus (31 B.C.–14 A.D.), it is said that 200,000 males received free grain daily, and that therefore no less than half a million persons were indirectly supported by the government.

We face a similar danger in this country when Congress is called on, as frequently it is, to fix wages and prices. Such paternalism on the part of the government would have two results. The laborers whose wages are fixed by Congress would not vote for the best representatives, but for the men who would boost wages. At the same time, there would be little incentive to work well, because the wages would no longer depend on skill and effort, but on legislation. In a similar way, the farmer, whose crops were to be sold at government prices, would vote for those men who would raise the price of wheat, and forget the common good.

## CHAPTER EIGHT

### IMMIGRATION

*Mēns sāna in corpore sānō* — JUVENAL.
A sound mind in a sound body.

Rome has something to teach us also in the matter of immigration. Like the United States, Italy in Roman times was the favorite destination of ambitious and discontented foreigners. Greeks and Phoenicians founded many colonies on her shores. There were so many Greek colonies in southern Italy that it was for a long time known as Magna Graecia (Great Greece). This reminds us of "New England." Educated Romans knew the Greek language, and many Greek words and phrases were in common use.

Egyptians, Asiatics of many types, and also Germans, Gauls, and Spaniards from the North, all wandered into Italy. This situation was aggravated by the fact that the Italian slave population consisted largely of prisoners of war captured in all corners of the world. As these men were freed or escaped their masters, they also added to the heterogeneous foreign population. They had no idea of the meaning of citizenship in a democratic government. For a small award they would vote for any man or any measure proposed.

Finally Rome passed an exclusion act, as we have done in America. They went further, and drove from residence in Italy all who did not become citizens and plan to stay permanently. Thus Rome gave herself a chance to develop her own ideals and customs. Only by being herself can a nation do her work and make her contribution to humanity. There comes a point where hospitality to unlimited numbers of outsiders becomes suicide.

Later, during the last centuries of the empire, Rome also proved the folly of unregulated immigration.  She let down her bars.  Floods of Huns, Vandals, Germans, Gauls, and Spaniards came to Rome.  They outnumbered the native population.  It is even said that a census of Roman epitaphs would indicate that in 130 A.D. only ten per cent of the inhabitants of Rome were of pure Roman stock.  These foreigners seized the offices.  They became the emperors and generals.  Rome was doomed.  More than any other one reason, the unrestrained influx of foreigners was the cause of the fall of the Roman empire (476 A.D.).

Results of this sort have not occurred in the United States.  It may be said that in a sense our entire population consists of immigrants and their descendants.  Yet we are developing a distinct and fairly uniform type and tradition.  The immensity of the task accomplished by the "melting pot" of American institutions may be guessed at when we read in the 1920 census that 44.7 per cent of our entire population are negroes, foreign-born and the children of foreign-born parents; and that in New York City only 20.7 per cent of the population consisted of native whites of native parents.

EXERCISES:

1. How does the knowledge of Roman history help us in considering American problems of today?

2. How many immigrants does the United States admit annually under the present immigration law?

3. Are foreigners becoming rapidly Americanized, or do they remain loyal to the government and customs of the lands from which they come?

4. What steps are being taken in your own locality to Americanize the foreign-born population?

## CHAPTER NINE

### ROMAN PROVINCIAL GOVERNMENT

*Ignis aurum probat, miseria fortēs virōs* — SENECA.
Fire tests gold and misery tests brave men.

From the mistakes and the successes of the Romans, the British empire and our own government have learned much about dealing with subject populations. Roman citizenship in the time of the republic was restricted to the Italian peninsula. The rest of the known world, although almost inclusively under Roman domain, was treated as subordinate to the home country. The provinces were ruled for the benefit of Italy. The interests and prejudices of the locality were considered only as far as it seemed judicious to do so. The governor of a province was always sent out from Rome. He had almost unrestrained power both civil and military. Theoretically responsible to the senate, he could not be tried during his term of office, and was seldom called to account later. He received no salary, but was expected to maintain his court by requisitions made upon the native population.

Many of these colonial governors used their provinces as bases for attempts at further conquest. Caesar was most successful in this. Given Illyricum, the Po valley, and Transalpine Gaul as his province, he added in a nine-year period all of modern France and Belgium, parts of Holland and Germany, and a nominal authority over southern England.

The provinces were of two classes, consular and praetorian. That is, certain more important provinces (the two Gauls, the two Spains, and Syria) were supposed to be ruled over by ex-consuls, and the rest by ex-praetors (judges). There were, however, many exceptions to this

plan. During their office these governors were called pro- .
consuls and pro-praetors.

These positions were looked upon as political plums and
were much sought after. A man who had pauperized
himself in order to please the people with free entertain-
ment while an aedile would recoup his fortunes as colonial
governor. Any governor who returned to Rome without
wealth was not considered to have made good use of his
opportunities. Cicero, the great Roman orator and states-
man, on the other hand, presents a fine example of the
higher type of Roman official, of which there were all too
few. On completing his consulship, he refused a province,
and later took charge of Cilicia only on repeated request,
and as a patriotic duty. His prosecution of Verres, governor
of Sicily, early in his legal career, was one of the fine in-
stances when the Roman conscience dealt firmly with a
corrupt and tyrannical official.

The provinces were taxed for the benefit of the Roman
treasury. Instead of a fixed rate, however, and payment
direct to the government, it was the custom for financiers
to pay for the privilege of "farming" the taxes. They
would pay Rome the entire amount which the treasury
expected from a certain colony. Thereupon they were at
liberty to send *pūblicānī* (taxgatherers), to the province
and exact from the people "all the traffic would bear";
the surplus being profit for the financier. It is no wonder
that in the New Testament we read so often the phrase
"publicans and sinners," for Palestine was part of the
Roman province of Syria, and her people were annually
fleeced to fill the pockets of the taxgatherers and their
employers.

It was from the provinces that the Romans learned to
recruit their armies. The time came when there were
practically no native Romans in the legions. It is therefore
not surprising that during the decline of the empire, the

Roman army found it natural enough to join with foreign invaders in the overthrow of the government.

On the other hand, Rome did much for her colonies, and they were remarkably faithful to her. The minor offices were filled by natives, and often whole sections of the colony would be nominally ruled by a local "king." The British have imitated this system to good advantage in their "Native Indian States" of India.

The Romans also furnished their colonies with splendid roads, afforded them military protection against barbarous



THE MAISON CARRÉE (THE "SQUARE HOUSE")

This Roman temple at Nîmes in southern France was built probably in the reign of Hadrian (117–138 A.D.). It is the best preserved Roman temple in existence, and is one of the numberless beautiful structures which the Romans placed in all their provinces.

neighbors, and sprinkled their cities with beautiful temples, baths, theatres, and aqueducts. Evidences of these architectural contributions of Rome to her colonies are still to be seen in northern Africa, Asia Minor, France, Spain, England, and indeed throughout the lands which were once Roman. The accompanying illustration will give a slight idea of the beauty and permanence of these Roman structures.

## A Roman Protest Against Misrule

But it was in Sicily that Verres built the greatest and most numerous monuments to all his vices. For he so

Verres, an ex-governor of Sicily, is on trial for his wicked administration.

devastated and ruined that island throughout a period of three years that no effort can ever restore it to its former state, even if it should have good government for many years.

While Verres was governor, the Sicilians retained the benefits neither of their own laws, nor of senatorial decrees, nor of common rights. Each inhabitant in Sicily merely had whatever escaped the attention of this most greedy and most sinful man, or remained after he was satisfied.

No case was tried for three years except at his whim. No man was so clearly the owner of inherited property that it might not be taken away from him by his command.

Uncounted money was wrested from the property of the farmers for some new purpose. Most loyal allies were treated as though they belonged to the number of the enemy. Roman citizens were tortured and killed like slaves.

Most dangerous men were freed from justice by payment of bribes. Most honorable and upright men, accused while absent, were condemned and exiled without a trial. Well-fortified harbors and large well-guarded cities were opened to pirates and robbers. Sicilian sailors and soldiers, our allies and friends, were slain by starvation. Very fine and valuable fleets were lost and destroyed to the great shame of the Roman people.

That same governor (Verres) despoiled and robbed all those ancient monuments, part of them the gifts of wealthy monarchs who wished them to be an adornment to the cities, and part of them presented by our generals who, although victors, gave or restored them to the Sicilian states. Nor did he do this only to statues and public

ornaments, but he even plundered all their temples sacred
to holy religion. Not a god did he leave in Sicily if it seemed
to him to be a specimen of good workmanship or of antique
art.
                    CICERO, *In Verrem*, Actio Prima, Ch. 4–5.


## CHAPTER TEN

### ROMAN ROADS AND COMMUNICATION

*Comes facundus in viā prō vehiculō est.* — PUBLILIUS
A congenial comrade on the highway takes the place of a carriage.

Modern nations admire the Romans for nothing more
than for their wonderful roads.   In a day when there were
no railways and when sailing vessels were at the mercy of
the weather, communication by road had to be safe, quick,
and uninterrupted.   Consequently the Romans built their
roads well, and these accounted to no small extent for the
prosperous growth of their empire.

The construction of a Roman road was no casual affair.
A trench three feet deep and usually fifteen feet wide was
dug.   After the bottom of this trench was pounded flat, it
was covered with small stones.   On these were then built up
several courses of concrete, rubble, and stone, until the
trench was filled.   The surface was always of large stones,
and the fissures between these were carefully filled with
earth and concrete.   Thus frost and water seldom damaged
the road, and vehicles had a smooth surface on which to
pass.   On such roads Romans could travel two thousand
years ago with far greater ease and speed than our ancestors
in America at the time of the Revolution.

In Italy all roads led to Rome.   Northeast from Rome to
the Adriatic stretched the Via Flaminia.   North along the
western coast and then west around the southern margin

of France, all the way to Spain, ran the great Via Aurelia.
So treacherous were the seas for the small vessels of Roman
times that even Spain seemed far away by water. Rather
than risk the voyage without a compass, they would take
the long, circuitous route by land. South from Rome the
most famous of all Roman roads, the Via Appia, led through
Capua to Brundisium on the southern Adriatic coast.
By this route went all travelers, officials, couriers, and
legions toward Greece and the East.

All the provinces of Rome were also equipped with
splendid roads connecting their chief cities. In Gaul, for
example, no less than five trunk roads with many branches
radiated from Lyons in all directions. They reached the
British channel, Flanders, Germany, and Aquitania. From
Milan in northern Italy there was an almost all-land route
to Alexandria in Egypt by way of Macedonia, Constanti-
nople, and Syria. Milestones were erected along these
government highways showing distances to Rome, or in a
province, the distance to its capital city. So extensive was
the system of Roman roads that no less than four thousand
of these milestones have come down in recognizable form
to the present day.

There was no post-office department in the Roman gov-
ernment. All communication on the part of private citizens
between different cities and countries was by messenger or
by the kindness of some acquaintance who happened to be
making the trip. Government messages were dispatched
by couriers, for whom changes of horses were available at
various posts along the way. So fine were the roads that
communication, even by these primitive methods, was
fairly prompt. Private travelers for whom few changes of
horses could be arranged probably seldom covered over
fifty miles a day, and even less if they had baggage or tried
to make a leisurely journey. Letters to Brundisium, some-
thing less than three hundred miles away, were carried in

Photo by Alinari, Rome

THE APPIAN WAY

This is doubtless the most famous road in the world. It stretches south and southeast from Rome running by way of Capua to the old port of Brundisium on the Adriatic. From this port sailed Roman expeditions for Greece and the East; and over this road have tramped the legions of Caesar and the emperors. By it Saint Paul entered Rome on his last missionary journey.

So durably did the Romans build that this road after two thousand years of use still shows in places its old Roman foundations.

six days.  Letters are known to have reached Rome from
Syria in fifty days, from England in thirty-three, and from
Africa in twenty-one.

Government messengers could go more swiftly, partly
because in emergencies the couriers would travel night and
day.  A messenger carrying news of Nero's death reached
Spain from Rome in thirty-six hours.  Caesar reports travel
at the rate of 100 miles a day.  Such speed was far superior
to that enjoyed in this country seventeen centuries later,
when a letter often took a month in winter to travel from
Boston to Charleston by land.

EXERCISES:

1. Are the roads of your state as good and as numerous as those
of Italy and her provinces in Roman times?

2. What modern inventions unknown to the Romans are used
today in transporting mails?

## CHAPTER ELEVEN

### ROMAN BUILDINGS

*Quaecumque igitur volueritis ut faciant vōbīs hominēs, ita et vōs
facite eīs.* — MATTHEW 7:12.

Whatsoever ye would therefore that men should do unto you,
do ye even so to them.

The Romans were great builders.  Rome itself was
thronged with elaborate and various structures, many of
which have survived until today as famous ruins.  But we
have seen that examples of Roman architecture were not
confined to Rome or to Italy, but that all the lands once
ruled by the Romans are sprinkled with Roman roads,
baths, theatres, fortified camps, and temples.  The Romans
also built temples and monuments along the great roads
leading from her gates.

The city itself was dotted with public squares or market places called Fora, each of which was surrounded with beautiful buildings and decorated with arches and statuary. The chief of these was the Forum Romanum, the center of civic life, on which were the senate house, the great court-house and market, and numerous temples. The ruins of this Forum are today visited by thousands, and are re-garded as the most precious architectural remains of the old days. Near this spot stands the famous Coliseum, or stadium, where gladiators fought for the amusement of the populace.

Rome borrowed the general features of Grecian archi-tecture, making common use of the pillar and capital. The three styles used by the Greeks are all employed on the Coliseum. Its immense size permitted this. It does not appear over-elaborate or unduly ornate in spite of this complicated architecture. The Doric order appears on the lowest pillars (see picture, page 104), the Ionic above, and the Corinthian on the highest. Probably the finest ex-ample of Doric architecture in Italy is the Greek temple at Paestum. This is the best preserved Greek temple in the world.

The Ionic order is well illustrated by the Temple of Saturn at the southwest corner of the Forum Romanum. A good example of the Corinthian column and capital is to be seen in the pictures of the Forum in the three sur-viving pillars of the Temple of Castor and Pollux at the southeast corner.

One element of architecture common today was con-tributed by the Romans themselves. That is the rounded arch or doorway. The Greeks, like the Egyptians before them, formed their openings by a straight slab, resting its ends on uprights at either side. Roman builders, who probably learned it from the Etruscans, by use of the key-stone, developed the arched opening which characterized

STATE EDUCATION BUILDING, ALBANY, NEW YORK

A fine illustration of the use made by a modern architect of the
ancient Corinthian column.

most of their buildings, and which we use so much today. This is seen, not only in doorways and rounded window openings, but also in the memorial arch itself which the Romans were very fond of, and which we have used much in this country.

## THE BASIS OF ROMAN GLORY

Augustus said, " I found Rome a city of brick, I left it a city of marble." However, when we see pictures of the architectural glories of ancient Rome, and imagine the opulence of the wealthy men of those days, we must never envy them, nor fancy that the world is less glorious than it once was.

The truth is that we possess countless things, the products of modern inventions, which give the humblest citizen luxuries that even the emperors could not enjoy at that time. For electric lights, they had smoky oil lamps; instead of wide, transparent windows, they used oiled paper, or imperfect, murky glass to admit the light. They had no gas or coal. They lacked potatoes, maize, and cane sugar. Their only means of transportation was the horse and the horse-drawn vehicle. Since no telephone, telegraph, or mail service existed, the only communication was by messenger. There were no free public schools. Though this list could be prolonged indefinitely, it is enough to say that the magnificence of the ancients was more apparent than real, not accompanied by the personal comforts and intimate luxuries that surround our daily lives.

Furthermore, the wealth and comfort which the Romans did enjoy were based on slavery, and were therefore to be possessed only by those of the upper classes who were wealthy enough to purchase slaves. One Roman is said to have owned 20,000 slaves. Altogether it is possible that the total number of slaves was equal to the number of free men.

Roman slaves were not of any particular nationality or race. They came from all parts of the world, and usually were first acquired as prisoners in war or as delinquent taxpayers from the provinces. Greek slaves were especially popular because intelligent. The Romans used their slaves not only on the farms and as household servants, but as managers of shops, as teachers, as secretaries, and in every imaginable capacity. As a rule Roman slaves were kindly treated, and this great variety of occupation made it possible for them to develop as individual personalities.

But however tolerable their lot, they were not free, and a civilization of that sort is not to be compared with that of today. Our civilization is, to a reasonable extent, equally shared by all inhabitants. It does not belong to a few citizens served by a host of slaves. It has a basis of freedom.

EXERCISE:

1. Report to the class at least one example in your community of the Doric capital, one of the Ionic, and one of the Corinthian.

2. Mention one building which shows the Roman arched opening for door or windows.

## CHAPTER TWELVE

### ROMAN RELIGION

*Carpe diem.* — HORACE. Redeem the day.
*Diem perdidī.* — THE EMPEROR TITUS (on being unable to recall one good deed): I have lost the day.

Religion among the Romans had little to do with character and morality; it consisted of the worship of numerous gods who symbolized various aspects of divine power.

Their religion is important to us because it has given us so many words and stories. The very list of some of the leading Roman deities will reveal names already familiar

### MERCURY

This ancient Greek vase represents Mercury (Hermes) as the messenger of the gods carrying his staff of office, a rod entwined with serpents. With this, says Vergil, he guides the souls of the dead to the world beyond.

even to those who have never studied Greek and Latin. Since the Romans borrowed their chief gods from the Greeks, both names are given. Many of the Roman names are perpetuated in the names of the planets; as, Venus, Jupiter, Mercury, etc.

## LIST OF LEADING DEITIES

| GREEK NAME | LATIN NAME | FUNCTIONS |
|---|---|---|
| Zeus | Jupiter, or Jove | Supreme deity of heaven and earth; father of gods and men |
| Hera | Juno | Wife of Jupiter; queen of the gods |
| Athena | Minerva | Goddess of wisdom |
| Hermes | Mercury | God of communication and commerce |
| Ares | Mars | God of war |
| Poseidon | Neptune | God of the sea |
| Hephaestus | Vulcan | God of fire |
| Phoebus, or Apollo | Phoebus, or Apollo | God of light |
| Aphrodite | Venus | Goddess of love and beauty |
| Artemis | Diana | Goddess of the chase |

These gods, according to Roman conception, were like human beings but supremely beautiful and powerful. This is in contrast with the orientals who sometimes pictured their gods as ugly and hideous beasts.

The very names of these Roman gods and goddesses are used commonly in English as synonyms for the qualities and functions which they represent. We say, for instance, of a beautiful woman, that she is a "perfect Venus." Mars, Venus, Vulcan, Neptune, and others are favorite material for the cartoonists. Distorted images of their features frequently lend point to the drawings of these newspaper artists.

We have made up some of our commonest words from the names of gods. We eat *cereal* (Ceres, goddess of crops) for breakfast. Soldiers march to *martial* music. Bottles which nothing less than the messenger of the gods can penetrate are said to be *hermetically* sealed. We *vulcanize* tires, and call fiery mountains *volcanoes* (Vulcan, god of fire). Another name for quicksilver is *mercury*. A person whose emotions are not easily controlled is said to have a *mercurial* disposition. And so the gods of the ancients have fallen to humble uses.

Not only do we use the names of these deities in English, but most of the great Greek and Roman statuary which we admire represents artists' ideas of them. One cannot read English and American books with intelligence, nor visit a musuem of art with appreciation unless he knows the functions of the various Roman gods and has read stories of their activities.

Of course much that is written about the gods is buried in countless myths unbelievable to us. But when studied sympathetically, these myths will usually be seen to represent symbolically some great truth. Like parables and fables, though not true, they tell the truth.

A good example of how the gods were represented by Greek and Roman writers as participating like actual persons in human affairs is seen in the following quotation from Homer's Iliad. He is relating how Athena is helping the Greeks and Mars the Trojans, in the Trojan war.

First Mars hurled his spear of bronze over the yoke and horses' reins, eager to take his life. But the bright-eyed goddess, Minerva, with her hand seized the spear and thrust it up over the car, to spend itself in vain. Next Diomede of the loud war-cry attacked with spear of bronze; and Minerva drove it home against the body of Mars where his taslets were girded about him. There he smote him and wounded him, rending through his fair skin, and plucked forth the spear again. Then

*Photo by Alinari, Rome*

DIANA

This statue is in the Louvre in Paris. Diana was thought to be the sister of Apollo. She was the goddess of hunting and represented in her slim figure and vigorous lines the Greek admiration for outdoor life.

brazen Mars bellowed loud as nine thousand warriors or ten thousand cry in battle as they join in strife and fray. Then trembling seized the Greeks and Trojans alike, so mightily bellowed Mars, insatiate of battle.

Even as gloomy mist appears from the clouds when a stormy wind arises after heat, even so to Diomede, son of Tydeus, Mars appeared amid clouds, faring to wide Heaven. Swiftly he came to the gods' dwelling, steep Olympus, and sat beside Jupiter, son of Cronus, with grief at heart, and showed him the immortal blood flowing from his wound, and piteously spake to him winged words, "Father Jupiter, hast thou no indignation to behold these violent deeds? For ever cruelly we gods suffer by one another's devices, in showing grace to men. . . ."

Then Jupiter, the cloud-gatherer, looked sternly at him and said, "Nay, thou renegade, sit not by me and whine. Most hateful to me art thou of all the gods that dwell in Olympus; thou ever lovest strife and wars and battles. Truly thy mother Juno's spirit is intolerable, unyielding. I can scarce rule her with words. Therefore I presume you are in this plight by her prompting. Yet I will no longer endure to see you in anguish. . . ." So he spake, and bade Paean heal him.

HOMER, *Iliad*, Bk. V, 850 ff.
(Adapted from Lang, Leaf, and Myers' translation.)

The Romans finally began to doubt the existence of their countless gods and to realize that myths were tools of literature, and not stories of fact. The attitude toward such things in the time of Augustus is well shown by the following quotation from the Greek geographer, Strabo, who wrote in Rome and largely for Roman readers, about 7 B.C.

Also all ignorant and uneducated people are a kind of children, and just like children are fond of myths. . . . We use pleasing myths to encourage to goodness, but fearful myths to deter from evil. . . . Most city-dwellers are encouraged to imitation as they hear poets relate mythical deeds of the heroes, such as
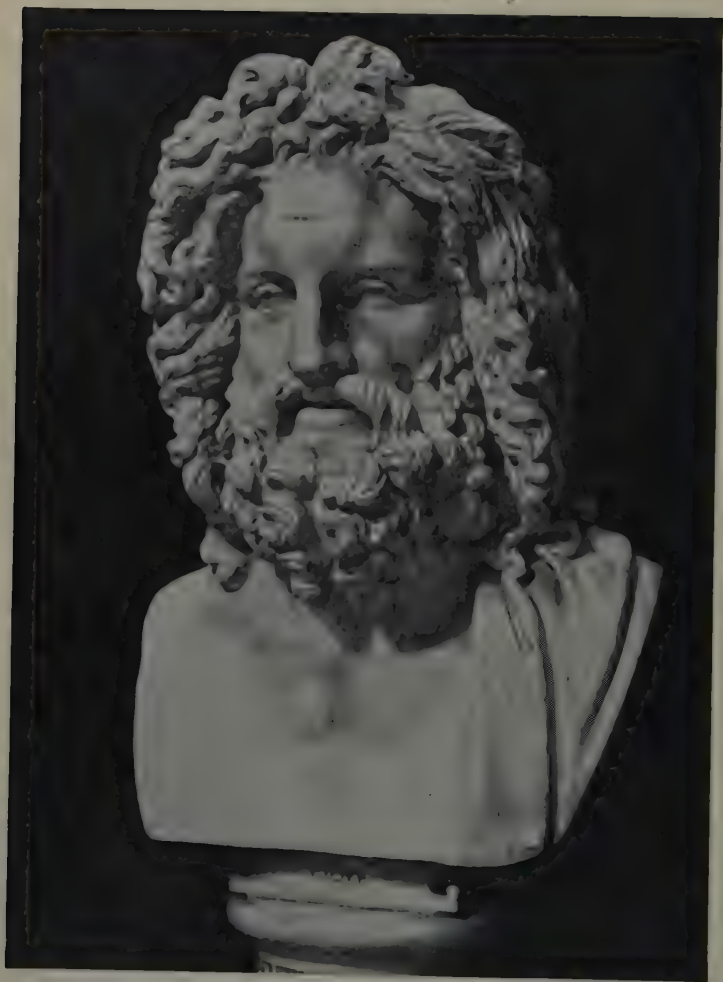
JUPITER (ZEUS)

Photo by Alinari, Rome

In the Vatican Museum at Rome. The Romans worshiped Jupiter as the father of gods and men, the supreme being among the gods, and especially as god of heaven. He controlled the thunder and the lightning. When he shook his massive head, the world trembled.

the Labors of Hercules, but are deterred from evil when they learn about divine punishments, terrors, and threats, and when they only imagine that persons have suffered such things. For it is impossible for a philosopher to lead a crowd of women or any mixed throng by reasoning with them; nor can he exhort them to reverence, piety, and faith; but fear of the gods is also necessary, and this is impossible without myths and marvels. For thunderbolts, aegis, trident, torches, dragons, lances, arms of the gods, and in fact the whole ancient theology — are myths.

STRABO, *Geography*, Bk. I, Ch. II, Sec 8 abridged.

The following anecdote is also illuminating, as it shows how thoughtful Romans looked on superstition. This is quoted from Cicero (*On Divination*, Bk II, Ch. 24): "There is an old saying of Cato, familiar to all, that he wondered how one soothsayer, when he met another, could keep from laughing. For of all the events predicted by them, how very few actually happen? And when one of them does take place, where is the proof that it does not take place by accident?" Cicero and other learned Romans believed as we do in one God. The educated world was prepared to receive Christianity by the thinking of the pagan philosophers themselves.

The following quotations will show that the best Roman thought on some phases of religion and morality was surprisingly like our own.

The final day awaits every man; the time of life is brief and irretraceable; but to extend one's fame by deeds, this is the work of virtue. VERGIL.

No one can be happy without character. Character joins man to God. CICERO.

Death is not destruction, taking away and overwhelming everything, but as one may say, a migration, and a change of life. Our last day does not bring our extinction, but merely a change of location. CICERO.

Nor indeed must this be considered your true life which is

represented by your body and your breathing; but that, that I say, is your true life, which will flourish in the memory of all ages, that which posterity shall cherish, and which eternity itself shall always contemplate.   CICERO.

Death has not been established by the immortal gods for the sake of punishment, but either as a necessity of nature, or as a rest from labor and misery.   And so the wise have never met it unwillingly, and the brave even have frequently met it with joy.   CICERO.

What is so royal, so liberal, so fitting, as to bring aid to the weak, to raise up the downcast, to give safety, to free from dangers?   CICERO.

To conquer one's spirit, to restrain wrath, to be temperate in victory, to raise up a fallen enemy noted for his nobility, genius and courage, and even to increase his former dignity, — him who does these things I shall not compare with the greatest men, but I judge that he is most like to God.   CICERO.

### ROMAN DEITIES MENTIONED IN ENGLISH LITERATURE

Roman deities people our English poetry and prose. The following lines quoted from four different authors will serve to remind us that no one can understand English and American literature unless he is familiar with the qualities of these Roman gods.

So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn,
Have sight of *Proteus* rising from the sea,
Or hear old *Triton* blow his wreathéd horn.
    WORDSWORTH, *The World Is Too Much With Us*

A troop of *Echoes* whose duty
Was but to sing.
                    POE, *The Haunted Palace*

Thy *Naiad* airs have brought me home
To the glory that was Greece
And the grandeur that was Rome.
                    POE, *To Helen*

APOLLO OF THE BELVEDERE

This head of Apollo is from a famous statue in the Vatican Museum, Rome. Phoebus Apollo, the god of light, also stood in the Roman mind for music and poetry. He possessed the art of healing and taught it to men. Most important of all his powers was that of prophecy. All in the ancient world who had problems to solve resorted to his temple at Delphi where the prophetic voice of this god was thought to speak

"How cold are thy baths, *Apollo*,"
Cried the African monarch, the splendid,
As down to his death in the hollow
Dark dungeons of Rome he descended.

<div align="right">LONGFELLOW, <em>Jugurtha</em></div>

Wreathéd smiles
Such as hang on *Hebe's* cheek.

<div align="right">MILTON, <em>L'Allegro</em></div>

That Orpheus' self may heave his head
From golden slumbers on a bed
Of heapt Elysian flowers, and hear
Such strains as would have won the ear
Of *Pluto* to have quite set free
His half-regained Eurydice.

<div align="right">MILTON, <em>L'Allegro</em> [1]</div>

## CHAPTER THIRTEEN

### TRANSLATIONS ON ROMAN RELIGION

*Facilis dēscēnsus Avernī.* — VERGIL.
Easy is the descent to Hades.

*In hōc sīgnō vincēs.* — MOTTO OF CONSTANTINE, THE FIRST
CHRISTIAN EMPEROR.
In this sign (the cross) you will conquer.

#### ROMAN RELIGIOUS BELIEFS

Neither do I agree with those who recently began to disseminate this teaching: that our souls perish at the same time as our bodies, and that everything is destroyed by death. More influential with me is the teaching of the ancients and of our own ancestors who have performed religious rites for the dead.

Cicero believes in the immortality of the soul.

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[1] Most pupils will enjoy reading the story of Orpheus as related in Gayley's *Classic Myths*, pp. 165–168.

By permission and courtesy of the Metropolitan Museum of Art

THE PARTHENON (A RESTORATION)

This is generally considered to be the most magnificent temple ever erected to any god of a classical religion. It is the Temple of Athena on the Acropolis in Athens. It has been said "that never in the history of man has a more perfect building been produced." The Parthenon, built about 460 B.C. under the direction of the great artist Phidias, is an outstanding example of Doric style.
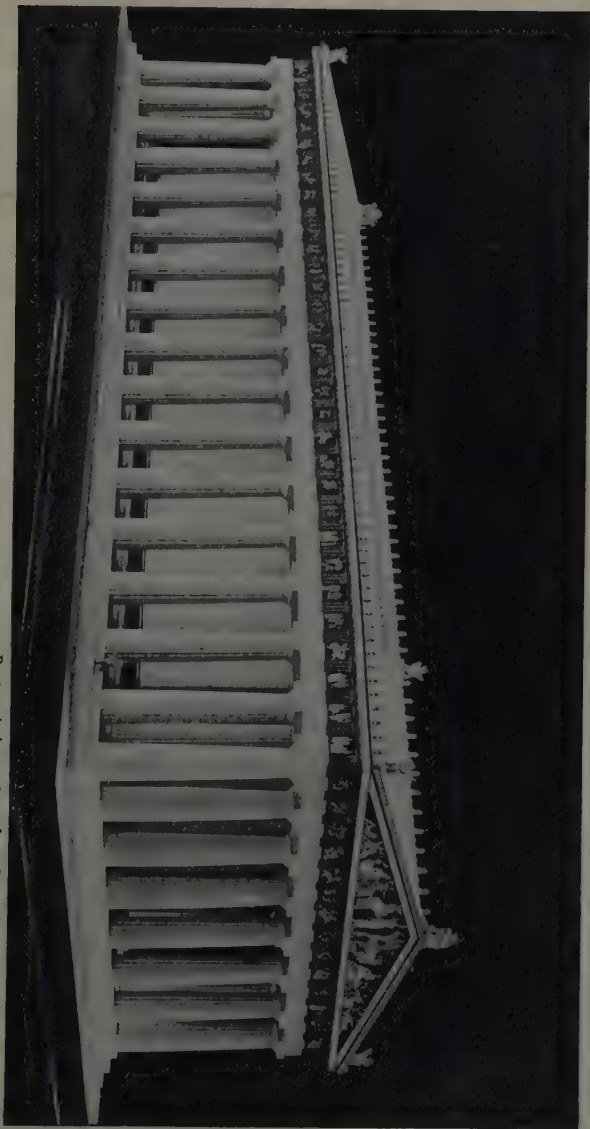
For they would not have done this had they thought that these services were of no avail. . . . Their belief is that the souls of men are divine, and that for every upright and righteous life, after it has departed from the body, there is prepared a ready return to heaven.

Scipio realized this also, for, just a few days before his death, as if he had a presentiment of the truth, . . . he talked about the immortality of the soul, expressing truths which he said he had heard in a dream from Africanus. If it is true that the souls of the best men in death very easily fly away from the guardianship and chains of the body, for whom should we suppose there has been an easier path to the gods than for Scipio?

<div align="right">CICERO, <em>Dē Amīcitiā</em> IV, 13.</div>

## CICERO RETAINS HIS FAITH TO THE LAST

I am eager to see your fathers again whom I esteemed and loved; nor do I long to meet only those whom I knew, but also those about whom I have heard and read and about whom I myself have written. Therefore no one could easily drag me back as I press forward on life's path, nor cook me over like Pelias.[1] And if any god should grant me the power to turn back from my present age and to become again a wailing infant in the cradle, I should make vigorous protest and should not wish, after finishing my race, to be called back from the goal to the starting point. . . . I would not speak ill of life, as many even learned men have done, for I have so lived that I think I was not born in vain. So I leave life as I would leave a hotel, not as I would leave a home. For life gave us a temporary lodging, not a place of permanent habitation.

O glorious day, when leaving this base throng, I shall go

[1] One of the most famous and most entertaining of classical stories is that which tells about Pelias and the expedition of the Argonauts. Read " The Golden Fleece " in Hawthorne's *Tanglewood Tales.*

to that divine council and company of souls.  For I shall go not only to those men about whom I have spoken, but also to my friend Cato.  He was as fine a man as ever lived; preëminent in his loyalty. I lighted his funeral pyre — a service which it were more fitting he should have performed for me.  His soul, not wholly deserting me, but looking back upon me, has certainly departed to those places where he clearly saw that I should come myself.  So I seemed to bear my loss bravely — not without grief, of course — but consoling myself by thinking that between us there would not be a long separation.

For these reasons, Scipio, — as you have often said you and Laelius observed with wonder — old age seems easy for me, not disagreeable but even delightful.

But if I who believe that the souls of men are deathless, am mistaken in this, it is a pleasant mistake, and I would not have this error in which I delight corrected while I live. For if, as some small-minded philosophers suppose, I shall when dead have no consciousness, I surely need not fear that dead philosophers will laugh at my delusion.

<div align="right">Cicero, <i>Dē Senectūte</i>, 23, 83–85.</div>

## A Roman Description of the Future Life [1]

They walked exploring the unpeopled night,
Through Pluto's vacuous realms, and regions void,
As when one's path in dreary woodlands winds
Beneath a misty moon's deceiving ray,
When Jove has mantled all his heaven in shade,

[1] These passages are quoted from *The Aeneid of Vergil* by Theodore C. Williams and are used by permission of and arrangement with Messrs. Houghton Mifflin Company, the authorized publishers. These lines are all from the sixth book of the Aeneid, in which Vergil describes the hero's visit to the underworld.  It is to be noted that Vergil finds both the bad and the good in various parts of the same Hades; but that punishment and reward are meted out in the future life in proportion to what each man has deserved by his acts in this life.

And night seals up the beauty of the world.
In the first courts and entrances of Hell
Sorrows and vengeful Cares on couches lie:
There sad Old Age abides, Diseases pale,
And Fear, and Hunger, temptress to all crime;
Want, base and vile, and, two dread shapes to see,
Bondage and Death: then Sleep, Death's next of kin;
And dreams of guilty joy.  Death-dealing War
Is ever at the doors, and hard thereby
The Furies' beds of steel, where wild-eyed Strife
Her snaky hair with blood-stained fillet binds.
There in the middle court a shadowy elm
Its ancient branches spreads, and in its leaves
Deluding visions ever haunt and cling.
Then come strange prodigies of bestial kind:
Centaurs are stabled there, and double shapes
Like Scylla, or the dragon Lerna bred,
With hideous scream;  Briareus clutching far
His hundred hands, Chimaera girt with flame,
A crowd of Gorgons, Harpies of foul wing,
And giant Geryon's triple-monstered shade.
Aeneas, shuddering with sudden fear,
Drew sword and fronted them with naked steel;
And, save his sage conductress bade him know
These were but shapes and shadows sweeping by,
His stroke had cloven in vain the vacant air.
Hence the way leads to that Tartarean stream
Of Acheron, whose torrent fierce and foul
Disgorges in Cocytus all its sands.
A ferryman of gruesome guise keeps ward
Upon these waters, — Charon, foully garbed,
With unkempt, thick gray beard upon his chin,
And staring eyes of flame;  a mantle coarse,
All stained and knotted, from his shoulder falls,
As with a pole he guides his craft, tends sail,

And in the black boat ferries o'er his dead; —
Old, but a god's old age looks fresh and strong.

   To those dim shores the multitude streams on —
Husbands and wives, and pale, unbreathing forms
Of high-souled heroes, boys and virgins fair,
And strong youth at whose graves fond parents mourned.
As numberless the throng as leaves that fall
When autumn's early frost is on the grove;
Or like vast flocks of birds by winter's chill
Sent flying o'er wide seas to lands of flowers.
All stood beseeching to begin their voyage
Across that river, and reached out pale hands,
In passionate yearning for its distant shore.
But the grim boatman takes now these, now those,
Or thrusts unpitying from the stream away.

<div align="center">* * * *</div>

Aeneas straightway by the leftward cliff
Beheld a spreading rampart, high begirt
With triple wall, and circling round it ran
A raging river of swift floods of flame,
Infernal Phlegethon, which whirls along
Loud-thundering rocks.  A mighty gate is there
Columned in adamant; no human power,
Nor even the gods, against this gate prevail.
Tall tower of steel it has; and seated there
Tisiphone, in blood-flecked pall arrayed,
Sleepless forever, guards the entering way.
Hence groans are heard, fierce cracks of lash and scourge,
Loud-clanking iron links and trailing chains.
Aeneas motionless with horror stood
O'erwhelmed at such uproar.  "O virgin, say
"What shapes of guilt are these?  What penal woe
"Harries them thus?  What wailing smites the air?"

To whom the Sibyl, "Far-famed prince of Troy,
"The feet of innocence may never pass
"Into this house of sin. . . .

\* \* \* \*

   "Here in a prison-house awaiting doom
"Are men who hated, long as life endured,
"Their brothers, or maltreated their gray sires,
"Or tricked a humble friend; the men who grasped
"At hoarded riches, with their kith and kin
"Not sharing ever — an unnumbered throng;
"Here slain adulterers be; and men who dared
"To fight in unjust cause, and break all faith
"With their own lawful lords. Seek not to know
"What forms of woe they feel, what fateful shape
"Of retribution hath o'erwhelmed them there.
"Some roll huge boulders up; some hang on wheels,
"Lashed to the whirling spokes; in his sad seat
"Theseus is sitting, nevermore to rise;
"Unhappy Phlegyas uplifts his voice
"In warning through the darkness, calling loud,
"'O, ere too late, learn justice and fear God. '
"Yon traitor sold his country, and for gold
"Enchained her to a tyrant, trafficking
"In laws, for bribes enacted or made void. . . ."

\* \* \* \*

   At last within a land delectable
Their journey lay, through pleasureable bowers
Of groves where all is joy, — a blest abode!
An ampler sky its roseate light bestows
On that bright land, which sees the cloudless beam
Of suns and planets to our earth unknown.
On smooth green lawns, contending limb with limb,
Immortal athletes play, and wrestle long

'Gainst mate or rival on the tawny sand;
With sounding footsteps and ecstatic song,
Some thread the dance divine: among them moves
The bard of Thrace, in flowing vesture clad,
Discoursing seven-noted melody,
Who sweeps the numbered strings with changeful hand,
Or smites with ivory point his golden lyre.
Here Trojans be of eldest, noblest race,
Great-hearted heroes, born in happier times,
Ilus, Assaracus, and Dardanus,
Illustrious builders of the Trojan town.
Their arms and shadowy chariots he views,
And lances fixed in earth, while through the fields
Their steeds without a bridle graze at will.
For if in life their darling passion ran
To chariots, arms, or glossy-coated steeds,
The self-same joy, though in their graves, they feel.
Lo! on the left and right at feast reclined
Are other blessed souls, whose chorus sings
Victorious paeans on the fragrant air
Of laurel groves; and hence to earth outpours
Eridanus, through forests rolling free.
Here dwell the brave who for their native land
Fell wounded on the field; here holy priests
Who kept them undefiled their mortal day;
And poets, of whom the true-inspired song
Deserved Apollo's name; and all who found
New arts, to make man's life more blest or fair;
Yea! here dwell all those dead whose deeds bequeath
Deserved and grateful memory to their kind.
And each bright brow a snow-white fillet wears.

## CHAPTER FOURTEEN

### THE ROMAN HOME

*Vēritās vōs līberābit* — JOHN 8:32 (Motto of Johns Hopkins
  University).
Truth will make you free.

In early times the father of a Roman family had the
power of life and death over his wife and children. Tra-
dition has left us the story of some instances when this
power was used. Justinian, in his *Institutes* of Roman Law,
writes: "Our children . . . are in our power. This
power over our children is peculiar to Roman citizens, and
is found in no other nation. The offspring of you and your
wife is in your power, and so too is that of your son and his
wife, that is to say, your grandson and granddaughter, and
so on. But the offspring of your daughter is not in your
power, but in that of its own father." But during the cen-
turies of Rome's greatness, the Roman woman had at-
tained very much the same position in the home as mothers
have today. She reclined at the table with her husband,
appeared to receive callers, and went about freely on the
street, just as modern women do. There was even agita-
tion at one time for granting women the right to vote.

Roman children played ball and other games not so much
different from ours. They were loved by their parents.
They had dolls and pet animals. They got into mischief.
They went to school. Schools, however, were very crude
things. No buildings were set apart for the purpose. No
specially trained teachers were available. No public money
was devoted to education. All schools were taught much
as piano lessons are given now — by private teachers who
went to private homes or taught small groups under the
portico of some pupil's home. Usually these teachers were

Greeks — just as many music and dancing teachers today are Germans or Frenchmen. Often Roman teachers were slaves who were set apart by their master for the purpose of educating his children. Sometimes Greek slaves taught the three R's in spare time, and with money thus earned eventually purchased their own freedom. Only late in the empire were there specially constructed school buildings or publicly paid teachers. In some instances at least the first free village schools were established through the charity of philanthropists. Much of our college education in this country is still on this basis.

The Roman house differed from ours in many ways. The exterior was very plain. There were no front windows. The door was narrow, and the houses were lined up flush with the street, without lawns. The Roman street looked much like some streets in Latin-American cities today.

Entering the front door, one passed through a vestibule into the atrium or parlor. As this was surrounded by small rooms, it had no windows. Light was admitted through an opening in the center of the roof. As rain would also enter here, there was a cistern or pool of water in the floor beneath. Often this contained flowers and plants, sometimes a fountain and statuary. Surrounded by a rail or a tier of marble blocks to prevent the baby from an undesired bath, it formed no small decoration in the Roman home. The walls of the atrium, as of all the rooms, were brightly covered with mural paintings. In a recess off the atrium was the little sanctuary where the Lares and Penates, or household gods, had their niche and were daily given offerings of respect.

Behind the atrium was the tablinum, or living room, marked off by curtains rather than by doors. On one side of this was usually a dining room. In the rear was a large unroofed space, called the peristyle or court-yard, (see picture p. 151) surrounded by a series of roof-covered rooms

(kitchen, bedrooms, pantry, and perhaps a second dining room). Pillars supported a colonnade fringing the court. Here always were the lawn and gardens. Roman weather permitted the use of this delightful outdoor home with very little interruption. In this court fountains and stat-



*By permission and courtesy of the Metropolitan Museum of Art*

RESTORED ROOM FROM A ROMAN HOUSE

The walls, window, floor, and furniture of this room in the Metropolitan Museum of Art are exactly as found in an excavated Roman home. The glass of the window is translucent, but not transparent. It is guarded by iron bars. All the wall space is gaudily decorated by bright colored paintings. The floor is of a patterned tile.

uary were favorite embellishments. The peristylium of a wealthy Roman must indeed have been an attractive sight.

Much of our knowledge about the exact arrangement and appearance of Roman homes has been gained from excavations at Pompeii and Herculaneum, two Roman villages which were buried by ashes and lava in the eruption of

Mount Vesuvius, on the bay of Naples, in 79 A.D. The disaster was so sudden that the stores, houses, furniture, utensils, and even in many cases the people themselves were buried just as they were. Now after many centuries they are being dug up, and we view ancient Roman life almost as vividly as though we could go back to the days of Cicero.

NOTE: Students residing near New York City will take pleasure in visiting the completely restored room from a Roman home, which has been set up in the Metropolitan Museum of Art on Fifth Avenue. This is only one item in a delightfully extensive collection of Roman remains at the Metropolitan Museum.

EXERCISE:

1. Why did the Romans have no front lawns?
2. Do you think a Roman street was more or less attractive than an American street?

# PART TWO

## THE LATIN LANGUAGE
### AND
## ITS INFLUENCE IN MODERN LIFE

Approximate
Population
129,425,000
78,249,000
42,249,000
167,411,000

Latin
Teutonic
Latin - Teutonic
Slavic etc.

GENERAL DRAFTING CO.,INC. N.Y.

Approximate
Population
91,560,000
13,459,000
128,770,000

Latin
Teutonic
Latin - Teutonic
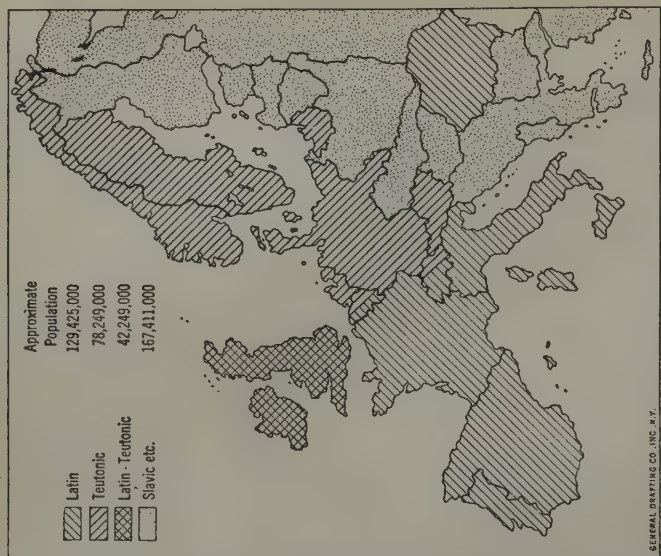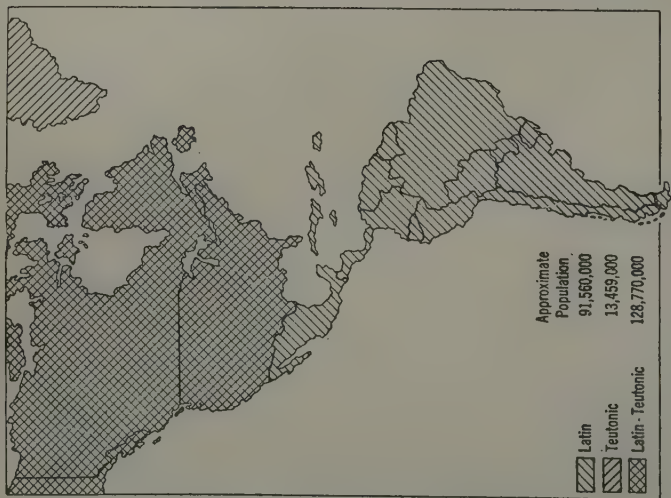
# CHAPTER ONE

## LATIN IN THE MODERN WORLD

*Discite grammaticum, puerī quī cētera vultis.* — QUINTILIAN.

**1.** We have learned in preceding chapters that Roman history, government, religion, and literature have made great contributions to our modern life. The influence of the Roman language is equally important. Latin forms the basis of many European languages: Roumanian, Italian, French, Portuguese, Spanish. The Latin element in these languages amounts to eighty and ninety per cent of their vocabularies. When we realize that over sixty per cent of English is also derived from Latin and Greek, and that English, Spanish, and Portuguese are practically the sole languages of both North and South America, we see that the Latin language is in one sense living today, and used more widely than it ever was.

**2.** A recent investigation has revealed the fact that 52.5 per cent of the most commonly used English words are derived from Latin, 10.5 per cent from Greek, 11 per cent from miscellaneous sources, and the remaining 26 per cent from Anglo-Saxon. Most of the Greek element came to us through the Romans, who had adopted these Greek words into their language, just as we adopt Latin into ours. The large Anglo-Saxon element came to us through our English ancestors. England has through the centuries been overrun with a succession of invasions. There were the Celts, the Danes, the Jutes, the Angles, the Saxons, and finally the Normans (Northmen). The original Britons and each of these invaders except the Normans in turn

have contributed to the non-Latin element in our language which we call the Anglo-Saxon element.

The large Latin element has come to us in four ways:

(1) A few Latin words came to Britain during the four centuries when Rome ruled southern Britain as a colony, and survived in England after the Romans departed. Examples are *street* (Latin, **strata**) and *Lancaster* (Latin, **castra**).

(2) About the year 600 Christianity was adopted as the religion of England. Latin was the official language of the church, and as a result many Latin words were brought into the English language during this period. Examples are *clerk* (Latin, **clericus**) and *school* (Latin, **scola**).

(3) When William the Conqueror invaded England in 1066 and united England and France for a long period under one sovereign, the Norman tongue (which was largely Latin-derived) was imported and made the official language. Used thus side by side with the Saxon of the day, it coalesced with it, and the language we call English is the result. Scott's *Ivanhoe* shows in a vivid way how the use of the Saxon and the Norman side by side impressed the common people of that day. The process resulted in a large number of twin words in the English language, both having practically the same meaning, one from a Saxon, one from a Latin source. Examples are, *begin* and *commence; will* and *testament*.

(4) More recently a large addition to the Latin element in English has consisted of new words manufactured as names for new inventions, and new ideas. The Latin language is so much more " alive " than Anglo-Saxon in our consciousness that when the demand arises for a new word, we always turn to Latin or Greek for it. Illustrations are, *automobile* (half Greek, half Latin); *dirigible* (Latin), *radio* (Latin), and *telephone* (Greek). Indeed our whole

stock of scientific and technical terms is almost entirely
Latin or Greek. All species of plants and animals are
known to scientists of all lands by Latin labels. Many
such names enter the common language also.

EXERCISE:

Divide among the class one or more paragraphs from the Declara-
tion of Independence, the Constitution, or other piece of substantial
English, assigning one sentence to each pupil. Show them how the
unabridged dictionary gives the language from which each word is
derived. Each pupil should then underline the words in his selection
which come from Latin. Combine these results, and then read aloud
the selection without the Latin-derived words. This will show how
essential to the thought of English is the Latin element of our
language.

## THE LATIN ELEMENT IN ENGLISH AND THE ROMANCE LANGUAGES



|  | | |
|---|---|---|
| Latin 90% | Latin 85% | Latin 52.5% |
| | | Anglo-Saxon 26% |
| Non-Latin 10% | Non-Latin 15% | Greek 10.5% / Various 11% |
| **Italian** **Spanish** **Portuguese** | **French** | **English**[1] (Classical Element = 63%) |
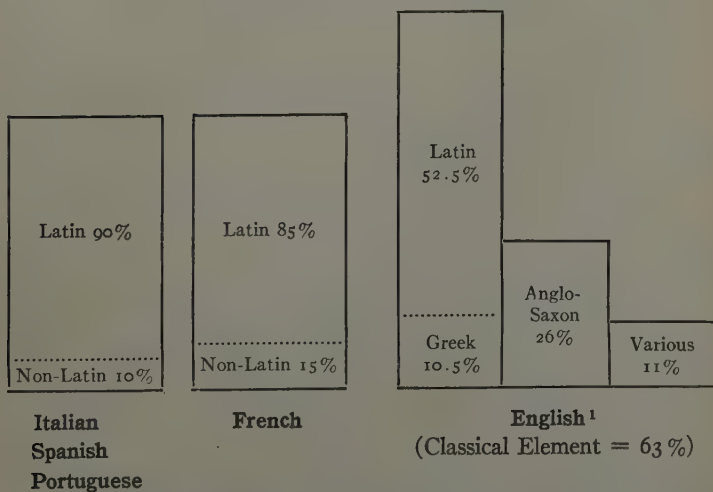
[1] This graph represents the recent findings of the Thorndike-Grin-
stead study, based on a count of over 7,000,000 running words.

## CHAPTER TWO

### THE STRUCTURE OF A SENTENCE
### THE FORMS OF WORDS

*Homō sum; hūmānī nihil ā mē aliēnum putō.* — TERENCE.
I am a man; I consider nothing pertaining to man without interest
     to me.

**3.** Grammatically, a sentence consists of two parts:
subject and predicate. In *The boy laughs*, *the boy* is sub-
ject, and *laughs* is predicate. Here the predicate consists
of a verb alone.

| SUBJECT | PREDICATE |
|---------|-----------|
| *The boy* | *laughs* |
| **Puer** [1] | **rīdet** |

Or, the predicate may consist of a verb, followed by an
object, or by a predicate nominative. For example,

| SUBJECT | PREDICATE |
|---------|-----------|
| *The boy* | *has* (verb) *money* (direct object) |
| **Puer** | **habet** (verb) **monētam** (direct object) |

or

| SUBJECT | PREDICATE |
|---------|-----------|
| *The teacher* | *is* (verb) *just* (predicate nominative) |
| **Magister** | **est** (verb) **iūstus** (predicate nominative) |

**4.** A direct object is a word which indicates the person
or thing which receives the action of the verb. The direct
object in the following examples is in bold faced italics:

<div align="center">

*He struck **me.***
*The boy loves **exercise.***
***Whom** did you see?*

</div>

**5.** A verb used with a direct object is used transitively.
That is, its action passes over to some person or thing which

---

[1] In Latin there is no separate word for *the* or *a* or *an*. Therefore
**puer** may mean *boy*, *a boy*, or *the boy*.

" receives the action or is produced by it." [1] A verb having no direct object is used intransitively.

| EXAMPLES: | USED TRANSITIVELY. | USED INTRANSITIVELY. |
|---|---|---|
| | *He saw the boys.* | *He gazed at the boys.* |
| | *They do good deeds.* | *They are good.* |

NOTE. — The verb *to be* (*am, is, are, was, were,* etc.) is always intransitive, and can never have a direct object.

## 6.                    FORMS OF WORDS

English words sometimes have various forms according to their use in a sentence. For example:

SINGULAR

| | | | | |
|---|---|---|---|---|
| *I* | *who* | *boy* | *he* | (nominative — used as subject) |
| *my* | *whose* | *boy's* | *his* | (genitive — used to show possession) |
| *me* | *whom* | *boy* | *him* | (accusative — used as object) |

PLURAL

| | | | | |
|---|---|---|---|---|
| *we* | *who* | *boys* | *they* | (nominative use) |
| *our* | *whose* | *boys'* | *their* | (genitive use) |
| *us* | *whom* | *boys* | *them* | (accusative use) |

If one of these words is used as subject of a sentence, we use the nominative form: ***I** run,* **Who** *goes? The* **boy** *walks,* **He** *comes.*

If we use them as direct object, or with some preposition, we employ the accusative form: *He saw* **me,** **Whom** *did he see? I struck the* **boy,** *I went to* **him.**

If we desire to show possession, we use the genitive form: *It is* **my** *hat,* **Whose** *book is that? It is the* **boy's** *book.*

We may also show possession by using the preposition *of.* We may say, *The boy's name is Marcus,* or *The name of the boy is Marcus.* In Latin there is no preposition corresponding to *of* to show possession. So both of these

[1] Kittredge and Farley, *Advanced English Grammar*, p. 92.

English sentences would be the same in Latin, **Nōmen puerī est Mārcus.**

### 7.                       DECLENSION

When we give in order all the forms of a noun or pronoun, as above, we *decline* the word.

Except for a few pronouns, such as *I*, *he*, *who*, etc., all forms of English words are nearly alike. For example, the noun *boy* changes very little in its various uses.

In Latin, however, nearly every form differs from the others, and the exact learning of declensions is essential to a good understanding of the language.

## CHAPTER THREE

### LATIN IN OUR DAILY EXPERIENCE

*Et propter vītam vīvendi perdere causās.* — JUVENAL.
And for the sake of living to forget the reasons for life!

### 8.       THE MONTHS HAVE ROMAN NAMES

*January*, from **Iānus,** the god of beginnings. From the same source comes the Latin **iānua,** *door,* and **iānitor** (*doorkeeper*).

*February*, from **fēbrua,** the ceremony of purification, which took place in February.

*March*, from **Mars,** god of war. From the same source comes *martial* (warlike).

*April*, from **aperiō** (*open*), the month when buds open.

*May*, from **Māia,** daughter of Atlas.

*June*, from **Iūnō,** wife of Jupiter.

*July*, from **Iūlius,** in honor of Gaius Julius Caesar.

*August*, from **Augustus,** in honor of the first emperor, Caesar Augustus.

*September,*
*October,*      From the numerals **septem, octō, novem,** and **decem,** because these months were the seventh, eighth, ninth, and tenth respectively, since the Romans arranged the
*November,*
*December,*      months of the year to begin with March as the first month.

FORUM ROMANUM

The Forum was the civic center of the ancient Romans.

**9.**              LATIN IN ASTRONOMY

The following planets have the names of Roman deities: *Venus, Jupiter, Mercury, Mars, Neptune, Uranus, Saturn.*

Most of the stars and constellations also have Latin names; e.g., **Ursa Major** (*The Great Bear*).

**10.**              ENGLISH DERIVATIVES

Having in mind the Latin words used in Chapter Two, tell from what Latin source we get the English words: *ridicule, justice, magistrate,* and *puerile.*

## CHAPTER FOUR

### SOME LATIN WORDS IN ENGLISH — LATIN IN THE NEWSPAPERS

*Hīc sunt lacrimae rērum et mentem mortālia tangunt.* — VERGIL.
Here are tears for our troubles, and human woes touch human
    hearts.

**11.**     LATIN WORDS ADOPTED INTO ENGLISH

How many Latin words do you know? Doubtless more than you suppose. English is full of Latin which we use without realizing that we speak Latin as well as English.

Not only does the English language derive the majority of its words from Latin, forming English words by slight changes; but in addition, it has taken hundreds of words bodily from Latin, without any change whatever, and uses them as if they were English.

The following are some of these adopted children. These particular words all end in –*a.* They belonged in Latin to the first, or feminine declension. In Latin all

words ending in *–a* were considered feminine, unless they referred definitely to men.

Learn the English use of these words if they are not already familiar. If you know these twenty-nine English words, you also know twenty-nine Latin words.

*Alga*, kind of plant. See a biology text-book.

*Alumna*, (plural, **alumnae**), a woman graduate.

*Amœba*, a microscopic animal (biology).

*Antenna*, (Latin, *the yard-arm on a ship*). Used in biology and wireless. (Plural, **antennae**.)

*Area*, any open space or flat surface.

*Arena*, (Latin, *sand*), a field for sports.

*Aurora*, dawn, daybreak (Aurora borealis — northern lights).

*Camera*, (Latin, *vault, room*), a dark box used for photography.

*Cholera*, a disease.

*Cornucopia*, (Latin, *a horn of plenty*), a symbol of abundance.

*Corolla*, (Latin, *a little crown*), a part of a flower. See a botany text-book.

*Corona*, (Latin, *a crown*). A part of a flower (botany).

*Dementia*, (Latin, *mind lacking*), insanity.

*Formula*. See an algebra text-book.

*Inertia*, (Latin, *laziness*). See a physics text-book.

*Insomnia*, sleeplessness.

*Militia*, military forces.

*Minutiæ*, (plural only), details.

*Nebula*, (Latin, *fog, cloud*). (Plural, **nebulae**), a star cluster.

*Peninsula*, (Latin, *almost an island;* **paene** *almost* + **īnsula,** *island*).

*Pupa*, (Latin, *doll*), a stage of insect life (biology).

*Quota*, share, assigned number.

*Saliva*, secretion of glands in the mouth.

*Scintilla*, spark, glimmer, trace.

*Tibia*, bone of the leg.

*Verbena*, flower.

*Vertebra*, (plural, **vertebrae**), a segment of the spinal column.

*Via*, (Latin, *road, way*), by way of.

*Villa*, (Latin, *farmhouse*), a grand country or suburban residence.

Notice that in many of these words we form the plural in *–ae* instead of adding *–s* as is usual in truly English words. This is an indication that they are recognized

as really Latin words, and shows us also that in Latin
–*ae* is the plural ending for words ending in –*a* in the
singular.

### 12.          LATIN IN THE NEWSPAPERS

Watch the daily paper for evidences of Latin in modern
times. The cartoons often feature Roman deities such as
Jupiter, Neptune, Mars, and Mercury.

Prominent men frequently are quoted in the newspapers
urging the maintenance of Latin study in the schools.
Such expressions have come in recent years from Presi-
dent Roosevelt, President Taft, President Coolidge, and
the late Senator Lodge of Massachusetts.

Frequently newspapers give large attention to the re-
ports of educational discussions involving the position of
Latin in the schools, or to investigations which discuss
the importance of Latin in modern life.

Large and well edited papers frequently show on the
editorial page that those who write the official utterances
of the publication are students of Latin. Latin titles ap-
pear over the editorials and Latin authors are quoted in
them. Latin phrases often crop out even in news items,
especially those dealing with some legal transaction.

EXERCISE:

Bring to class newspaper clippings showing some of these evidences
of the use of Latin in our daily press.



GLADIUS RŌMĀNUS

## CHAPTER FIVE

## THE LATIN SENTENCE — THE NAMES OF BOYS AND GIRLS

*Sunt hīc etiam sua praemia laudī.* — VERGIL.
Here also honor has her own rewards.

**13.** As in English, every Latin sentence has a subject (nominative) and a predicate.   The subject of a Latin sentence, however, is often omitted when it can be easily understood from a previous sentence.   The predicate may be a verb only, or a verb and a direct object (accusative), or a verb and a predicate nominative.

The order of words in Latin, however, usually requires the direct object before the verb.   The verb (except forms of **esse,** *to be*) almost always stands last.   Observe these facts in the following sentences.

  1. *The doll stands.*  **Pūpa stat.**
  2. *The farmhouse is on the road.*  **Vīlla est in viā.**
  3. *Clara carries the doll.*  **Clāra pūpam portat.**
  4. *The graduates enter.*  **Alumnae intrant.**
  5. *They give verbenas.*  **Verbēnās dant.**  (Subject understood.)
  6. *They carry dolls.*  **Pūpās portant.**  (Subject understood.)

**14.**           FIVE IMPORTANT NOTES

  1. The verb is generally last, except in the case of **est** (a form of **esse,** *to be*).

  2. The subject when expressed, is generally first.   When singular its ending is −**a**; when plural, −**ae.**

  3. The verb, when singular, ends in −**t**; but when plural, ends in −**nt.**

  4. The direct object generally ends in −**m** if singular, and in −**s** if plural.   It regularly precedes the verb.

  5. The last two sentences show that pronouns are unnecessary as subjects in Latin, since the verb ending shows whether the subject is singular or plural.

**15.** Keeping in mind these five points, express the following in Latin:

1. The dolls stand.
2. They stand.
3. Clara carries the dolls (accusative plural).
4. She gives the doll to Stella (**Stellae**).

## 16. THE NAMES OF BOYS AND GIRLS

Some of us may be surprised to know that our very names come from Latin. We shall appreciate them better if we realize what they mean. The following is only a partial list of first names derived from Latin. Look in the back of an unabridged dictionary, under the heading " Common English Christian Names ", and learn whether you and your friends bear Latin names.

### NAMES OF BOYS DERIVED FROM LATIN

*Augustus*, Latin, *exalted.*
*Calvin*, from **calvus**, *bald.*
*Claude*, from **claudus**, *lame.*
*Clement*, from **clēmēns**, *kind.*
*Felix*, Latin, *happy.*
*Justin*, from **iūstus**, *just.*
*Laurence*, from **laurus**, *laurel.*
*Leo*, Latin, *lion.*

*Lucius*, from **lūx**, *light.*
*Martin*, from **mārtiālis**, *warlike.*
*Max*, from **māximus**, *greatest.*
*Oliver*, from **olīva**, *olive-tree.*
*Patrick*, from **patricius**, *patrician.*
*Valentino*, from **valēns**, *strong.*
*Vincent*, from **vincēns**, *conquering.*

### NAMES OF GIRLS DERIVED FROM LATIN

*Amy* and *Amanda*, from **amō**, *love.*
*Beatrice*, from **beātus**, *happy.*
*Clara*, Latin, *bright.*
*Claudia*, from **clauda**, *lame.*
*Constance*, from **cōnstāns**, *firm.*
*Flora*, from **flōs**, *flower.*
*Florence*, from **flōrēns**, *blooming.*
*Laura*, from **laurus**, *laurel.*
*Norma*, Latin, *a rule, pattern.*
*Lillian*, from **līlium**, *lily.*

*Lucy*, from **lūx**, *light.*
*Mabel*, from **amābilis**, *lovable.*
*Miranda*, Latin, *admirable.*
*Rose*, from **rosa**, *rose.*
*Stella*, Latin, *star.*
*Victoria*, Latin, *victory.*
*Viola*, Latin, *a violet.*
*Vivian*, from **vīvidus**, *lively.*
*Vera*, Latin, *true.*

## CHAPTER SIX

### THE FIRST WORD LIST — ENGLISH
### DERIVATIVES — SENTENCES

*Nē cēde malīs.* — VERGIL.
Do not draw back when misfortune assails you.

**17.**                FIRST WORD LIST

At this point study and learn with meanings and deriva-
tives the Latin words of the FIRST WORD LIST (page 183).
In this and in all future word lists, the Latin words and
the English meanings should be thoroughly memorized.
The words listed in these vocabularies are the source of our
commonest English words.  Test your study by reciting
both English and Latin meanings, covering each column
in turn with a paper.

**18.**                ENGLISH DERIVATIVES

The third column in the word lists carries the caption
" Related English Words."   These are words which the
English language has made up from Latin sources.   The
English derivative may have changed its spelling in part,
but will always answer two requirements:  (1) It must
have at least some inkling of the meaning of its Latin
orignal;  and (2) its stem must have the spelling of the
stem of the Latin original, either exactly or somewhat
modified.

Keeping these points in mind, write opposite each of
the following English words its Latin source:  *personal,
linear, material, Formosa* (the Beautiful Isle), *familiar,
causal, literary, delineate, plaza.*

Can you think of additional English words, not given
in the word list, related to **fōrma, littera, līnea?**

The importance of learning English words associated

by derivation with Latin words is well expressed by the following editorial quotation from the New York " Herald-Tribune " for September 25, 1924: " Latin is embedded in the English language. No American student who has avoided Latin can hope to have a full command or understanding of his native tongue."

**19.** Sentence Practice

Read these sentences in Latin, gathering the thought *in the Latin order of words*. Then express the thought in English.

1. Persōna māteriam portat.
2. Alumna monētam nōn (*not*) dat.
3. Persōnae (plural) intrant, et (*and*) in plateā stant.
4. Puer (*boy*) līneam et māteriam portat.
5. Fōrma verbēnae (genitive singular) est pulchra (*beautiful*).
6. Fōrma litterārum (genitive plural) est pulchra.
7. Causa est in litterīs (plural).

Review the five Notes given in section 14. Then express in Latin:

1. The money is in the farmhouse.
2. The persons carry the lumber.
3. They enter and stand in the courtyard.
4. The boy enters and stands in the courtyard.

# CHAPTER SEVEN

## LATIN IN ADVERTISING — PRONUNCIATION

*Palma nōn sine pulvere.* — Horace.
No palm of victory without the dust of the contest.

**20.** Latin finds its way even into business. One need not search far in the advertising pages of our periodicals to learn that manufacturers not uncommonly choose a

Latin name or at least a clearly recognizable derivative as the label for their products. Well known examples of this are:

> *Atlas* cement.
> *Lux* soap flakes.
> *Aquascutum* raincoats.
> *Bon Ami* (French, from **bonus amīcus**) scouring powder.
> *Sanitas* oil cloth.
> *Velox* paper used in photography.
> *Premo* camera.
> *Corona* typewriter.

These Latin names serve two purposes: they carry a meaning, just as an English name might do; and secondly, they appeal to the reader by assuming that he, as an educated person, will understand this meaning in the Latin word. The product thus appears to be made especially for those of the reader's own (supposedly) select class.

EXERCISE:

Search the advertising pages of one or two magazines, and bring to class advertisements showing Latin words.

### 21.     PRONUNCIATION

The pronunciation of Latin words is best learned by imitation of the teacher. The following helps are given for reference when the pupil is in doubt. These rules need not be memorized.

Latin has no *w*, but Latin *v* is pronounced like *w* in English. Latin also lacks a separate letter for *j;* but *i* is used both for *i* and *j*. When *i* is a consonant it is pronounced like *y* in English *you*.

The other consonants are pronounced much as in English with the following exceptions:

> **t, c,** and **g,** are always hard, as in *top, cat,* and *go*.
> **s** is always as in *sea*, never as in *ease*.
> **ch** is always like *k*.
> **bs** and **bt** are always like *ps* and *pt*.

The vowels are pronounced as follows:

| Long | Short |
| --- | --- |
| ā as in *father* | ă as in *along* |
| ē as in *they* | ĕ as in *met* |
| ī as in *machine* | ĭ as in *pin* |
| ō as in *old* | ŏ as in *obey* |
| ū as in *rule* | ŭ as in *put* |

The diphthongs are pronounced as follows:

| | |
| --- | --- |
| **ae** like *ai* in *aisle* | **oe** like *oi* in *oil* |
| **au** like *ow* in *how* | **ei** like *ai* in *vain* |
| **ui** like *wi* in *with* | |

### 22.                    SYLLABLES

A syllable is long in Latin (1) by nature, if it contains a long vowel or diphthong; or (2) by position, if a short vowel is followed by two or more consonants.

In this book all long vowels are marked (–). Unmarked vowels are short.

### 23.                    ACCENT

Words of two syllables are always accented on the first syllable, e. g., **cau′- sa.**

Words of more than two syllables are accented on the next to the last syllable (penult) if it is long (see previous section); otherwise on the syllable before the next to the last.

> **mo - nē′ - ta,** penult long by nature
> **fa - mi′ - li - a,** penult short
> **du - bi - tan′ - dus,** penult long by position

## CHAPTER EIGHT

### PREPOSITIONS WITH THE ACCUSATIVE
### CLASSICAL PLACE NAMES

*Varium et mūtābile semper fēmina.* — VERGIL.
A moody and ever changeable creature is woman.

**24.** In former lessons we have observed that first de-
clension nouns have these endings in their various uses:

SINGULAR

| | | |
|---|---|---|
| As subject or predicate nominative | –a | (as **familia**) |
| As genitive (to show possession) | –ae | (as **persōnae**) |
| As direct object — accusative | –am | (as **pūpam**) |

PLURAL

| | | |
|---|---|---|
| As subject or predicate nominative | –ae | (as **persōnae**) |
| As genitive (to show possession) | –ārum | (as **litterārum**) |
| As direct object — accusative | –ās | (as **causās**) |

**25.** The accusative case is also used, as it is in English,
with certain prepositions. Some of the Latin prepositions
which take the accusative case follow. They must be
learned thoroughly.

| WORD | MEANINGS | EXAMPLES |
|---|---|---|
| **ad** | to, toward, near | **ad rīpam,** *to the river bank* |
| **ante** | before, in front of | **ante vīllam,** *in front of the farmhouse* |
| **in** | into, against | **in vīllam,** *into the farmhouse* |
| **inter** | between | **inter viam et vīllam,** *between the road and the farmhouse* |
| **per** | through | **per litterās,** *through letters* |
| **post** | after, behind | **post multās hōrās,** *after many hours* |
| **trāns** | across | **trāns viam,** *across the street* |
| **sub** | to the foot of, up to, underneath | **sub īnsulam,** *up to the island* |

All of these prepositions are used in English as prefixes. E.g.
(**exemplī grātiā**), *adjective*, **inter**vene, **sub**urb, etc. (**et cētera**).
Write two English words in which each prefix is employed.

**26.**     CLASSICAL PLACE NAMES

The familiarity of our ancestors with Latin and classical geography is brought constantly to our attention whenever we look at a map of any of our American states. These Roman names were so suggestive and meaningful to the educated leaders who colonized America that they used them for towns, cities and villages all over our broad land.     Indian names, and names commemorating some English founder or financial supporter, crowded classical names out for the most part in the christening of rivers, mountains, and states.

Louisiana (Louis XIV of France), Georgia (George II of England), Carolina (**Carolus,** *Charles*), and California, however, are examples of states whose names bear the form of the Latin first declension.

Other states also carry meanings from the Latin: Nevada (land of snow, **nix, nivis,** *snow*); Virginia (**virgō, virginis,** *maiden*); Vermont (**viridis mōns,** *green mountain*); Pennsylvania (**silva,** *forest*, Penn's woods); Florida (**flōs, flōris,** *flower*, state of flowers); Montana (the mountain state).

Some idea of the frequency of classical names for villages and cities can be gained from the following list taken from the map of New York State alone.

| | | | |
|---|---|---|---|
| *Alexander* | *Cincinnatus* | *Ira* | *Rome* |
| *Apulia* | *Columbus* | *Ithaca* | *Romulus* |
| *Attica* | *Coram* | *Macedon* | *Syracuse* |
| *Athens* | *Delhi* | *Manlius* | *Tivoli* |
| *Aurora* | *Disco* | *Marcellus* | *Troy* |
| *Batavia* | *Esopus* | *Medusa* | *Tully* |
| *Carthage* | *Etna* | *Milo* | *Vergil* |
| *Cato* | *Fabius* | *Minerva* | *Vesper* |
| *Camillus* | *Genoa* | *Ovid* | *Victor* |
| *Ceres* | *Hannibal* | *Ravena* | |
| *Cicero* | *Ionia* | *Paris* | |

## CHAPTER NINE

### THE DATIVE CASE

*Virtūs hominem iungit Deō.* — CICERO.
Character unites man with God.

**27.** In addition to the three case uses of section 24
there is a fourth use which is common to both English
and Latin. In the sentence, *The teacher gives Julia the
money, Julia* tells to whom the money is given, and is
called *indirect object.* In Latin the *dative* case is used to
express the *indirect object.* The name of the case is derived
from the Latin verb **dō, dare, dedī, datus,** meaning *give.*
It is so called because the dative is often used with Latin
verbs meaning *give.*

We may express the idea above in a slightly different
way thus: *The teacher gives the money to Julia.* Either
of these sentences would be written in Latin as follows:
**Magister Iūliae monētam dat.**

The dative also may show for whose benefit an act
is done, as, *He buys a doll for Julia;* in Latin, "**Iūliae
pūpam emit.**" This use is called the *dative of reference
or concern.*

Other illustrations of the dative case in Latin are:

| | |
|---|---|
| **Magister id *Iūliae* facit.** | *The teacher does this for Julia.* |
| **Alumna pūpās *discipulīs* emit.** | *The graduate buys dolls for the pupils.* |
| **Puer *discipulīs* monētam dat.** | { *The boy gives money to the pupils.* { *The boy gives the pupils money.* |

*The Dative Form.* From these examples we observe that
the dative endings of the first declension are: dative sin-
gular, –**ae**; dative plural, –**īs**. Therefore, the genitive
singular, the dative singular, and the nominative plural
endings are identical, (–*ae*).

**28.**            NEW WORDS

| | |
|---|---|
| **quis,** who | **fīlia, −ae,** *f.,* daughter |
| **quem,** whom | **fēmina, −ae,** *f.,* woman |
| **quid,** what | **aqua, −ae,** *f.,* water |
| **ubi,** where, when | **agricola, −ae,** *m.,* farmer |

**29.** *Translate:*

Quis est fēmina?

Fēmina est Cornēlia, fīlia agricolae. Cornēlius est agricola et fīlia agricolae est Cornēlia.

Quid agricola Cornēliae dat?

Monētam Cornēliae dat.

*Translate:* Cornēlia ad vīllam aquam portat. Aquam trāns viam portat. Via est ante vīllam. Fīlia nunc (*now*) in plateā stat. Agricola et fīlia apud (*among*) familiam stant. Via est inter vīllam et rīvum (*brook*). Ubi est māter (*mother*) Cornēliae? Māter post vīllam labōrat (*works*).

**30.** *Translate:* 1. The farmer carries the water up-to the wall (**vallum**). 2. The farmer and (*his*) [1] daughter carry the water through the farmhouse.

**31.** What are the meaning and the Latin source of: *quorum, ubiquitous, filial, feminine, agriculture, aqueous, aquatic?*

## CHAPTER TEN

## THE ABLATIVE CASE — PREPOSITIONS WITH THE ABLATIVE

> *Dulce et decorum est prō patriā morī* — HORACE.
> A sweet and comely thing it is to die for fatherland.

**32.** Review sentence two of section 13, and sentence three of section 19. There we translated **in viā,** *on the road,* and **in plateā,** *in the courtyard.* **Viā** and **plateā**

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[1] Possessive pronouns (*his, her, its, their, my,* etc.) may be omitted in Latin when the meaning is clear without them.

differ from the nominative forms **viă** and **plateă** because they end in long −**ā** instead of short −**ă**.

This *ā*-form of the first declension is called the ablative case. Ablative is derived from **ablātus,** meaning *taken away*. It is so called because it is often used with the preposition **ab** meaning *away*. The ablative plural ending is −**īs;** thus, **in litterīs** (sentence 7 section 19), *in the letters*.

**33.** There is no case in English called the ablative. In Latin, however, there are several prepositions after which this form is used, instead of the accusative. The most common of these prepositions follow. Learn them thoroughly.

**34.**

| WORD | MEANINGS | EXAMPLES |
|---|---|---|
| ā, ab [1] | from, away from | **ab aquā,** *from the water* |
| cum | with, in company with | **cum fēminā,** *with the woman* |
| dē | from, down from | **dē nebulīs,** *from the clouds* |
| ē, ex [1] | from, out from | **ē vīllā,** *out from the farmhouse* |
| in | in, on | **in viā,** *on the road* |
| prō | in front of, for, on behalf of | **prō patriā,** [2] *for the country* |
| sine | without | **sine causā,** *without reason* |
| sub | under, at the foot of | **sub aquā,** *under the water* |

**35.** All of these prepositions, except **sine,** are used as prefixes in English. (**Cum** used as a prefix is sometimes written *con, col, com, cor,* or *co.*) E.g.: **ab**duct, **col**lect, **de**part, **ex**ceed, **pro**gress, **in**here, **sub**way. Write a list, giving at least two additional English words in which each of these prefixes is used.

[1] Ā and ē are used before consonants; **ab** and **ex** before vowels.

[2] This phrase, often seen on memorial tablets, is reminiscent of the beautiful line from the poet Horace, which is printed at the head of this chapter.

## CHAPTER ELEVEN

### THE USE OF CERTAIN PREPOSITIONS — LATIN FOR LAWYERS

> *Accipere quam facere iniūriam praestat* — CICERO.
> It is better to receive an injury than to do one.

### 36.        NOTE ON THE USE OF **In** AND **Sub**

Observe that **in** meaning *into* and **sub** meaning *up to* take the accusative after verbs of motion; that is, when they are used to indicate the end or limit of motion.

These two prepositions take the ablative to express location after verbs of rest; that is, when **in** means *in, on,* and **sub** means *under.*

This is a very important and fundamental distinction between the meaning of the accusative and the ablative. Which case ending should occupy the blanks in these sentences?

> 1. **Agricola in vīll– stat.**
> 2. **Agricola in vīll– intrat.**

### 37.        NOTE ON THE USE OF **Ad**

Special care is to be observed in using the preposition **ad** meaning *to* or *toward.* This preposition always takes the accusative, and it is regularly used with verbs of motion. It is never used to express the indirect object. Confusion often arises because the English preposition *to* may be used for both ideas, thus:

> 1. *The farmer comes **to** the water.*
> 2. *The farmer gives the letter **to** Julia.*

In the first sentence the preposition *to* is used after a verb of motion, *comes.* In the second sentence it is used after a verb of giving, *gives.* In the first sentence *to the*

*water* indicates the end or limit of motion, and therefore in Latin the accusative with **ad** must be used. In the second sentence, however, *to Julia* indicates an indirect object, and therefore in Latin the dative case must be used.

So we translate these two sentences into Latin as follows:

1. **Agricola ad aquam venit.**
2. **Agricola Iūliae litterās dat.**

**Caution:** Never translate *to* into Latin without considering which of these two ideas is intended.

**38.** *Translate:* Mārcus, agricola, est cum familiā. In plateā vīllae stat. Ad viam spectat (*looks*). In viā Iūlia ambulat (*walks*). Iūlia stat, et ad vīllam spectat. Agricola ex vīllā ambulat. " Ubi est Rōma? " Iūlia agricolam rogat (*asks*). " Ad Rōmam ambulō (*I am walking*)." Mārcus viam ad Rōmam Iūliae mōnstrat (*shows*).

**39.** *Write in Latin:* 1. Julia is the daughter of a farmer in Italy (**Ītaliā**). 2. The farmer walks with (*his*) daughter toward Rome. 3. He gives Julia a letter. 4. Julia gives the letter to Cornelia.

**40.** LATIN FOR LAWYERS

Latin is used by students of law in two ways. The common law of England on which modern law is based was handed down from ancient times and is based on the principles of Roman law. Roman law is an important subject of study in the law schools of today. It is best understood by those who know the history, political ideals, and language of the Roman republic and empire.

In the second place law is full of technical Latin terms which are much better understood by those who know Latin. Examples of these are: *habeās corpus, suō iūre,*

*writ of mandāmus, dē factō, līs pendēns, ex post factō, dē iūre,* etc.

EXERCISE:

In some legal document, or in the newspaper account of some legal case, find the use of one or more Latin phrases.

## CHAPTER TWELVE

### THE FIRST DECLENSION — REVIEW

*Nihil tibi dulcius esse dēbet quam patria* — CICERO
Nothing ought to be dearer to you than your country.

**41.** We have now learned the five important case uses of Latin nouns. We can review and summarize these by bringing together all the forms of the noun **īnsula.** This word will serve as a model for all nouns ending in **−a.**

īnsula, -ae, *f.,* island

| CASES | CASE ENDINGS | | ENGLISH FORCE | | |
|-------|--------------|-----|---------------|-----------|-----------|
| | *Sing.* | *Pl.* | | *Singular* | *Plural* |
| *Nominative* | a | ae | *subject* | īn′sula | īn′sulae |
| *Genitive* | ae | ārum | *possessive — of* | īn′sulae | īnsulā′rum |
| *Dative* [1] | ae | īs | *indirect object (to, for)* | īn′sulae | īn′sulīs |
| *Accusative* | am | ās | *direct object* | īn′sulam | īn′sulās |
| *Ablative* [1] | ā | īs | *from, with, in* | īn′sulā | īn′sulīs |

Memorize the Latin forms in order and repeat the declension many times rapidly, without the book. Observe accent carefully. Learn also the meanings and uses for each case.

Then memorize the endings separately, as these will

---

[1] The dative and ablative plural of **fīlia** is **fīliābus.** Other Latin words in this book ending in −a are declined exactly like the model, **īnsula.**

be used in declining all Latin nouns ending in *-a.* Using these endings, decline orally each of the following nouns: **aqua, agricola, via, causa.** Write these declensions on paper, with the meaning of each form, without further reference to the book.

**42.**          SUMMARY OF GRAMMAR RULES

1. The *subject of a verb* is in the nominative case, thus:

   *The farmer walks.*  **Agricola ambulat.**

2. A *nominative* case may also be used *in the predicate* after intransitive verbs. A word so used refers back to the subject and therefore has the same case; thus:

   *Cornelia is the farmer's* **daughter.**  **Cornēlia est agricolae *fīlia.***

3. The *direct object* of a transitive verb is in the accusative case; thus:

   *Cornelia carries her* **doll.**  **Cornēlia *pūpam* portat.**

4. The *indirect object* of a verb is in the dative case; thus:

   *The farmer gives his* **daughter** *a doll.*  **Agricola *fīliae* pūpam dat.**

5. A word in *apposition* agrees in case with the word to which it refers; thus:

   *Cornelia, the* **daughter** *of the farmer, is beautiful.*  **Cornēlia, agricolae *fīlia*, est pulchra.**

6. *Possession* may be expressed by the genitive case; thus:

   *The* **farmer's** *daughter.*  **Fīlia *agricolae.***
   *The shape* **of the island.**  **Fōrma *īnsulae.***

7. The *accusative* is used *with the prepositions* **ad, ante, in,** meaning *into*, **inter, per, post, sub,** meaning *up to*, and **trāns.**

8. The *ablative* is used *with* the *prepositions* **ab, cum, dē, ex, in,** meaning *in* or *on*, **prō, sine,** and **sub,** meaning *under*.

**43.** Write original Latin sentences, illustrating each of the eight rules given in § **42.** Underline the word in each sentence which illustrates the rule. Watch the ending of every word, to make sure that you have used the right case.

In the following sentences, tell the case of each bold-faced word, and the rule of grammar which it illustrates.

*Translate:*

1. Persōnae per plateam ad **viam** ambulant.
2. Agricola viam **fēminae** mōnstrat.
3. Sicilia est māgna (*large*) **īnsula.**
4. **Fēmina** rīdet.
5. Alumna multam (*much*) **monētam** nōn habet.
6. Fīlia **fēminae** multās pūpās habet.
7. Familia est sine **monētā.**
8. Cornēlia, **fēmina** pulchra, multās fīliās habet.


## CHAPTER THIRTEEN

### VOCABULARY REVIEW — ROMAN INFLUENCE IN ARCHITECTURE

*Virtūtum amīcitia adiūtrīx ā nātūrā data est.* — CICERO.
Friendship was bestowed by Nature as a help to the virtues.

**44.** In addition to the sixteen prepositions mentioned in Rules 7 and 8, section 42, we have used the following words in previous lessons. Review these words with their English meanings until you can say and write them rapidly.

By permission and courtesy of the Metropolitan Museum of Art

THE PANTHEON

From a model in the Metropolitan Art Museum. The Pantheon is now the burial place of the kings of Italy.

| 1st Declension | | 1st Conjugation | | Other Words |
|---|---|---|---|---|
| *Nouns* | | *Verbs* | | *Other Words* |
| agricola | patria | ambulat | portat | quis |
| alumna | persōna | ambulant | portant | quem |
| aqua | platea | | spectat | quid |
| causa | pūpa | dat | spectant | nunc |
| familia | rīpa | dant | | ubi |
| fēmina | via | | stat | nōn |
| fīlia | vīlla | intrat | stant | multa |
| fōrma | | intrant | | māgna |
| hōra | | | Other Verbs | pulchra |
| īnsomnia | Other Nouns | labōrat | venit | et |
| īnsula | magister | labōrant | emit | |
| līnea | māter | | habet | |
| littera | puer | mōnstrat | habent | |
| māteria | vāllum | mōnstrant | rīdet | |
| monēta | | rogat | rīdent | |
| | | rogant | est | |

Exercise:

Compose five original Latin sentences in which you use at least fifteen words from this list.

**45.** Three very prominent and easily observed instances of Roman influence in our modern architecture may be mentioned.

1. The Romans introduced and handed down the idea of the rounded, arch-like opening in buildings, and the arch itself as a memorial structure. Whenever we see a door or a window rounded at the top we see an element of beauty which we should not have in our modern buildings, had it not been for the Romans. If you will examine pictures of Greek or Egyptian buildings, you will notice that all entrances are straight across the top. So, too, had it not been for the Romans, we should see no arches on our streets, such as the famous Washington Arch in New York City, or the temporary Victory Arch that was erected during the World War.

2. The Romans have handed down to us the old Greek pillars and capitals that characterize our buildings of the so-called " colonial " style. The three orders of Greek

*Photo by Alinari, Rome*

ARCH OF CONSTANTINE

This arch stands next to the Coliseum which can be seen on the right. It was erected about 335 A.D. in honor of the Roman emperor who was the first to accept Christianity. It is remarkably well preserved. Every word of its Latin inscription can be read, and its decorative designs are practically intact. This arch has served as a model for many similar structures in modern times.

architecture (the Doric, Ionic and Corinthian) came to us through adoption and transmission by the Romans.

All three of these orders of architecture are to be seen in the mammoth Roman Coliseum which is so immense that it does not seem over-decorated even though the pillars of each floor are different. This structure, 615 feet long, held from 50,000 to 60,000 spectators and covered five acres of ground.

EXERCISE:

Find in your own city one instance of each of the three orders of Greek architecture.



ROMAN COLISEUM

3. The Coliseum and the Circus Maximus are two examples in Rome itself of Roman transmission of the old Greek idea of an outdoor theatre, consisting of an arena surrounded by a circle of stone or concrete seats. The Greek theatre was always located in some natural valley, and the seats were arranged on the hillside. But

THEATRE AT TUSCULUM

Photo by Alinari, Rome

This outdoor theatre, like the Greek theatres which it imitates, is built in a natural depression, the seats being arranged on the hillside, and the stage being set on a platform in the valley. Many colleges in the United States have similar outdoor theatres today. Among these is one at the University of Virginia in the East, and one at the University of California in the West.

the Romans built their seats up, like bleachers, from the ground level. The Coliseum was used for gladiatorial combats, for mock battles, and, for animal fights at some of which Christian martyrs were thrown to the lions to be mangled before the eyes of gleeful spectators. The Circus Maximus (Largest Circle) was used for chariot races and running contests. In the time of Augustus the Circus Maximus would hold 60,000 spectators and it was enlarged by later emperors to accommodate 200,000.

The modern survival of these Roman structures is seen in the stadia to be found at many of our universities and in the Yale " Bowl." The Syracuse University Stadium holds about 25,000 spectators; University of Illinois, 60,000; University of California, 72,000; Grant Park, Chicago, 100,000.

SUPPLEMENTARY READING: Pupils will be interested to read in connection with the Circus Maximus, the Coliseum and the theatre, the chapter on Amusements in Johnston's *Private Life of the Romans* (Chapter 9).

## CHAPTER FOURTEEN

### PRESENT INDICATIVE ACTIVE — LATIN IN THE LIBRARY

*Sine virtūte amīcitia esse nōn potest.* — CICERO.
Without virtue friendship cannot exist.

**46.** In previous lessons we saw the forms **ambulō** *I am walking* and **ambulat** *he walks*. We have also seen such plural forms as **ambulant** *they walk*. From these forms we may reasonably conclude that the person and number of Latin verbs are indicated by changes in the ending of the verb. By observing the ending (**-ō, -t, -nt**) we can decide what pronoun is to be supplied for subject (*I, he, they*).

Below are given all the forms of the present tense of **portō,** *carry*, with the English meanings of each form. This will serve as a model for all verbs of the first conjugation. These forms each consist of two parts: the present stem, **portă̆,** and a personal ending. In the first form the ending −ō has absorbed the −ā̆ of the stem. A verb whose present stem ends in −ā̆ belongs to the first conjugation. The present infinitive of all such verbs ends in −ā̆re (e.g., **portāre,** *to carry*).

As every person of the Latin verb has an ending of its own, no pronoun is necessary to indicate the subject. If a noun is used as subject, the verb still has the ending of the third person. For example, **portat (porta+t)** = *he carries, she carries,* or *it carries.* But we also write **portat** when a noun is expressed as subject; thus, *A girl carries,* **Puella portat.**

## PRESENT INDICATIVE ACTIVE OF **PORTŌ** — *CARRY*

| Person | Endings | English Force | Latin |
|--------|---------|---------------|-------|
| 1 | −ō | *I carry* <br> *I am carrying* <br> *I do carry* | pórtō |
| 2 | −s | *you carry* <br> *you are carrying* <br> *you do carry* | pórtās |
| 3 | −t | *he (she, it) carries* <br> *he is carrying* <br> *he does carry* | pórtat |
| 1 | −mus | *we carry* <br> *we are carrying* <br> *we do carry* | portā′mus |
| 2 | −tis | *you carry* <br> *you are carrying* <br> *you do carry* | portā′tis |
| 3 | −nt | *they carry* <br> *they are carrying* <br> *they do carry* | pórtant |

Memorize this conjugation thoroughly, and repeat it several times rapidly without a book. Then learn the endings separately, and use them in giving orally all six forms of **ambulō, dō, labōrō, mōnstrō, stō, spectō.**

Write on paper the present tense of three of these verbs.

**Rule:** A verb agrees with its subject in person and number.

<div align="center">

*The doll stands.*  **Pūpa stat.**
*The dolls stand.*  **Pūpae stant.**

</div>

### 47.                    LATIN IN THE LIBRARY

If we wish to understand the titles of books and poems, we shall have ample opportunity to use our knowledge of Latin whenever we visit a library.

Among books we may mention the *Encyclopedia Brittanica; Virginibus Puerisque*, an essay by Stevenson; *Mare Nostrum*, a novel by Ibáñez; *Via Crucis*, a novel by Marion Crawford; and *Quo Vadis*, a novel by Sienkiewicz.

Now, if we open some of our books, we shall also find Latin quotations and phrases scattered throughout the text. Scott's *Ivanhoe*, for instance, will reveal dozens of them. In many books the titles of some of the chapters are in Latin. **Finis** is often to be seen at the end of a book.

If our book is one of poetry, we shall find that many titles are Latin. In Lowell, we may meet with **Hebe, Prometheus, Memoriae Positum,** and **Festina Lente.** In Emerson are **Bacchus, Sursum Corda,** and **Suum Cuique;** in Tennyson, **De Profundis, Frater Ave Atque Vale,** and **In Memoriam.** The list might be extended indefinitely. To a person who knows no Latin such titles are only

meaningless words!  But to the Latin student they are
full of suggestion and seem like old friends.

EXERCISE:

Go to the school library, and find one book and one poem having
Latin titles.


## CHAPTER FIFTEEN

### SECOND WORD LIST — PRINCIPAL PARTS — LATIN IN THE CHURCH

*In fugā foeda mors est; in victōriā, glōriōsa* — CICERO.
In flight death is disgraceful; in victory, glorious.

**48.**          THE SECOND WORD LIST

Memorize thoroughly the words of the Second Word
List, page 183.  Be able to give either the English or the
Latin meanings rapidly, with the other column covered.


**49.**          ENGLISH DERIVATION

From the phrase **ad rīpam,** *to the bank,* is derived our
verb *arrive.*  In this word we can see the picture of a
sailor's homecoming after a long fishing trip on river or
bay.

After many changes and intermediate steps, *roll*
came from **rota,** wheel.  Find if possible one or more
other English words related more directly to **rota.**

From what Latin do we derive *governor, Pacific, dubi-
ous, bestial, memorable, commemorate, reply, scholar,* and
*probation?*

**50.**          PRINCIPAL PARTS

Every regular transitive verb has four principal
parts.  From these four forms all the other forms of

the verb are developed. In Latin the four principal
parts are:

1. Present Active Indicative — PORT*Ō.*        *I carry.*
2. Present Active Infinitive — PORT*ĀRE.*      *To carry.*
3. Perfect Active Indicative — PORT*ĀVI.*      *I have carried.*
4. Perfect Passive Participle — PORT*ĀTUS*    *Having been carried.*

As may be judged from the principal parts shown in
the second word list, most verbs of the first conjugation
have principal parts like those of **portō.** However, there
are two important exceptions: **dō** and **stō.** The prin-
cipal parts of these verbs are as follows:

| PRES. IND. | PRES. INF. | PERF. IND. | PERF. PASS. PART. |
|------------|------------|------------|-------------------|
| dō | dăre | dedī | dătus |
| stō | stāre | stetī | stătus |

Learn the principal parts of these verbs, and be able
to write them without use of the book, together with
the principal parts of **spectō, mōnstrō,** and **intrō.**

**51.** *Write in Latin:* 1. Whom do you (plural) see? 2. We
see the farmer. 3. Many persons enter the farmhouse. 4. In
the courtyard are (**sunt**) wheels, strings, and lumber. 5. We
see plants behind the school.

### MARY AND FIDO GO TO SCHOOL

**52.** Marīa est fīlia Galbae, nautae (*sailor*). Galba nāvem
(*ship*) māgnam per aquam gubernat. Quem spectās in viā?
Spectō Marīam, fīliam nautae. Quid est cum Marīā? Cum
Marīā canem (*dog*) māgnam spectāmus. Marīa ad rīpam cum
bēstiā ambulat. Aquam bēstiae mōnstrat. Fīdō aquam nōn
probat. Intrāre dubitat. Tum (*then*) Marīa ad scolam ambu-
lat. Portam (*door*) scolae replicat. Bēstiam māgnam per
portam gubernat. Sed (*but*) Marīa nōn intrat. Magister scolae
canem pācat, sed nōn probat. Paulō post (*somewhat later*)

*By permission and courtesy of the Metropolitan Museum of Art*

## AMONG THE LOWLY (L' HERMITE)

The coming of this Person into the Roman world foreshadowed the end of slavery, aristocracy, tyranny, and oppression. It marked the beginning of the gradually growing brotherhood of humanity. The transmission of Christianity to the modern world constitutes one of Rome's greatest services to mankind.

Marīa scolam intrat, sed canem memorāre dubitat.  Plantās
multās et pulchrās magistrō (*to the teacher*) dat.  Magister rīdet.

**53.** The Christian Church has been one of the most
effective agencies for the perpetuation of Roman influ-
ence.  After the Roman Empire fell, its forms and power
passed over to a very large extent to the prelates of the
church organization.  Just as the emperors had dominated
the world, so in the middle ages the Popes held sway over
the hearts and destinies of Europe and of the Mediter-
ranean world.  The idea of a Holy Roman Empire even
took political form.  The Latin language has always been
the official language of the Church of Rome, and until
very recently was also the language of diplomacy in
Europe.  It was consequently throughout the middle
ages the language used for instruction in the universities
of Europe.

Because Latin is still used in the liturgy of the Catholic
Church, it is a necessary professional study for the priest-
hood, and for any who wish to understand thoroughly
ecclesiastical history.  This is especially true because the
Bible was used in its Latin translation, called the Vul-
gate (Latin, **vulgus,** *people*) for centuries before being
translated into English.  Some English versions are trans-
lations from this Latin " People's Bible " made by St.
Jerome in the fourth century.

Many Latin words have crept into English through
their use in the Church liturgy and music.  Much church
music is still sung in Latin.  Examples of church phrases
are **credō** *creed*, **Pater Noster** *Lord's Prayer*, **Avē Marīa**
*Hail Mary*, **Tē Deum** (**laudāmus**) *We Praise Thee, O
God*.  Many beautiful responses, anthems, and oratorios
carry Latin names.  We all know of the **Glōria in Ex-
celsīs, Requiem,** and Rossini's **Stabat Mater.**

Similarly a search through the hymn book of any church

## ADESTE FIDELES

### (PORTUGUESE HYMN)

Author Unknown
17th or 18th Cent.

John Reading,
d. 1692

1. Ad - es - te, fi - de - les, Lae - ti tri - um - phan - tes, Ve - ni -
2. � Can - tet nunc I - o! Cho - rus an - ge - lo - rum, Can -
3. ✕ Er - go qui na - tus Di - e ho - di - er - na, Je -

te, Ve - ni - te in Beth - le - hem; Na - tum vi - de - te
tet nunc au - la cae - les - ti - um, Glo - ri - a Glo - ri - a
su, ti - bi sit glo - ri - a; Pa - tris ae - ter - ni

Re - gem an - ge - lo - rum; Ve - ni - te a - do - re - mus ve - ni - te a - do -
In ex - cel - sis De - o! Ve - ni - te a - do - re - mus ve - ni - te a - do -
Ver - bum ca - ro fac - tum! Ve - ni - te a - do - re - mus ve - ni - te a - do -

re - mus, ve - ni - te a - do - re - mus    Do - mi - num

## AMERICA

Samuel F. Smith                    Henry Carey



Te ca - no,   Pa - tri - a,   Can - di - da,   li - be - ra;   Te' re' - fe -
Tu - tor es   u - ni - cus   U - nus a -   vum De - us!   Lau - do li -

ret   Por - tus et   ex - ul - um   Et tu - mu - lus se - num;
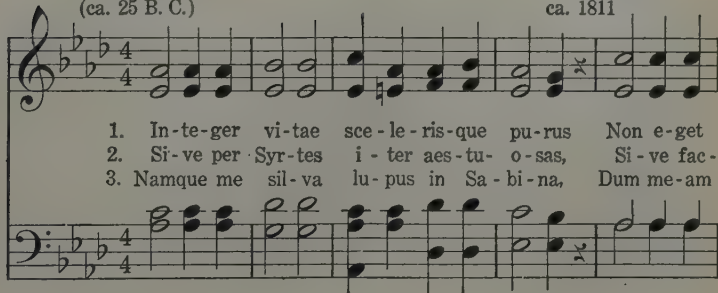bens.   Pa - tri - a   lu - ce - at,   Li - be - ra   ful - ge - at,

Li - be - - ra   mon - ti - um   Vox   re - so - net.
Vis tu - - a   mu - ni - at,   Om -   ni - po - tens!

*The Latin version is by Professor George D. Kellogg, and is printed by permission*
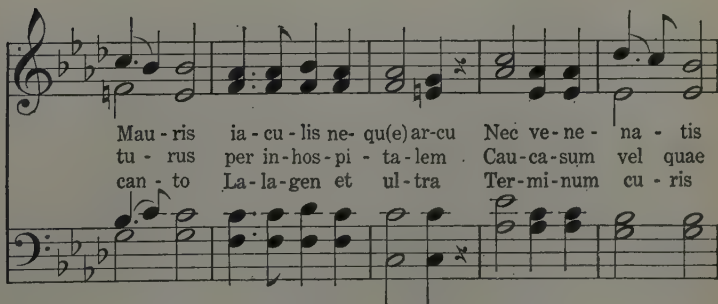
## INTEGER VITAE.

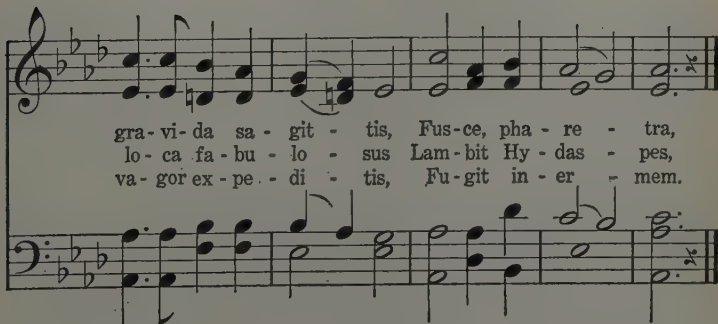Horace, Odes I.22
(ca. 25 B. C.)

Dr. F. F. Flemming,
ca. 1811



1. In-te-ger vi-tae sce-le-ris-que pu-rus  Non e-get
2. Si-ve per Syr-tes i-ter aes-tu-o-sas,  Si-ve fac-
3. Namque me sil-va lu-pus in Sa-bi-na,  Dum me-am

Mau-ris ia-cu-lis ne-qu(e)ar-cu  Nec ve-ne-  na-tis
tu-rus per in-hos-pi-ta-lem  Cau-ca-sum  vel quae
can-to La-la-gen et ul-tra  Ter-mi-num  cu-ris

gra-vi-da sa-git-  tis, Fus-ce, pha-re-  tra,
lo-ca fa-bu-lo-  sus Lam-bit Hy-das-  pes,
va-gor ex-pe-di-  tis, Fu-git in-er-  mem.

will reveal a long list of hymn tunes which carry Latin
titles.   For example:

> Adeste Fidēlēs, Christmas Hymn, *Come All Ye Faithful*
> Laudēs Dominī, *Praises of the Lord*
> Vesperī Lūx, *Light of Evening*
> Stella, *Star*
> Paschāle Gaudium, *Easter Joy*
> Pax Tēcum, *Peace Be With You*
> Vigilāte ! *Watch!*
> Fiat Lūx, *Let there be Light*
> Lūx Benīgna, *Lead, Kindly Light*

EXERCISE:

Find at least one other hymn with a Latin title, or some other use
of Latin in church literature.

## CHAPTER SIXTEEN

### *SUM, ESSE, FUĪ, FUTŪRUS* — THE ABLATIVE OF MEANS — VOCATIVE CASE

*Sōlem enim ē mundō tollere videntur quī amīcitiam ē vītā tollunt,*
*quā nihil melius ā dīs immortālibus habēmus, nihil iūcundius.*
                                                        — CICERO.

For they seem to take the sun from heaven, who take friendship
out of life, than which we have nothing better, nothing more de-
lightful from the immortal gods.

**54.**                PRESENT INDICATIVE OF **Sum**

The verb **sum** (*I am*) in Latin is irregular (not like
**portō**).  Its principal parts are as given above.  The fourth
principal part is the Future Active Participle **futūrus**
(*about to be*).  This form will be given as the fourth prin-
cipal part of all intransitive verbs.   Intransitive verbs
seldom have the usual fourth principal part (perfect pas-
sive participle), because they usually have no passive voice.

Learn the present tense of **sum.** Notice that it has the same personal endings as **portō,** except for the first person singular.

| ENDINGS | SINGULAR | | | ENDINGS | PLURAL | |
|---------|----------|---|---|---------|--------|---|
| -m | *I am* | | sum | -mus | *we are* | sumus |
| -s | *you are* | | es | -tis | *you are* | estis |
| -t | *he (she, it) is* | | est | -nt | *they are* | sunt |

### 55. THE ABLATIVE OF MEANS

In English, if we wish to indicate the means by which an act is done, we use a preposition or equivalent phrase, as, *The sailor controls the ship **with** the wheel, **by the wheel, by means of** the wheel.*

In Latin no preposition whatever is needed. To express this idea, the ablative of the noun is used alone. The sentence above is written in Latin, **Nauta nāvem *rotā* gubernat.**

> *Translate*: The boy guides the dog *with-a-string.*
>
> The farmer *by-means-of-money* buys a farm-house.

CAUTION: Care must be used hereafter in translating the English preposition *with.* **Cum** is used if *with* means *in company with;* but no preposition is used if *with* means *by means of.* As stated and illustrated above, the ablative of means has no preposition in Latin.

### 56. THE VOCATIVE CASE

The vocative case (from **vocō,** *I call*) is used for direct address, as *Daughter, bring the plant. Mary, where is your doll?* The vocative in Latin is like the nominative for first declension nouns. The sentences above therefore become in Latin:

> **Fīlia, plantam portā.**
> **Marīa, ubi est pūpa?**

## CHAPTER SEVENTEEN

### THIRD WORD LIST — LATIN IN SCIENCE

*Traiicit et fati litora magnus amor* — PROPERTIUS.
Great love passes even the shores of fate.

**57.**                    THIRD WORD LIST

Turn to page 184 in the back of the book, and learn
thoroughly the words of the Third Word List including
the principal parts of every verb.

**58.**                    ENGLISH DERIVATION

From what Latin source are the following English words
derived: *armament, demand, expect, separate, inspire?*

### MODEL FOR DERIVATION EXERCISE

#### dō, dare, dedī, datus — *give*

DEFINITIONS

The *dative* case tells to whom something is given.

A *date* is the given day, hour, or year when something was
done or is to be done.

*Add* means *give to* or put two or more articles or numbers
together.

*Edit* means *give out*, and refers to publishing a newspaper or
periodical.

*Data* are the *given* facts in a scientific problem.

SENTENCES

The *dative* case is used for the indirect object.
The *date* of his birth was 1732.
Let us *add* the numbers together.
He has *edited* the paper many times.
His *data* were found to be incorrect.

EXERCISE:

From the verb stō find eight English derivatives. Arrange them like the model derivation exercise above in two forms; first, with definitions, and secondly, using each in a sentence.

**59.** *Translate into English:* 1. Imperātor (*the general*) monētā copiās (*his troops*) armāre et pugnam (*battle*) īnstaurāre parat. 2. Agricolās Rōmānōs exspectat. 3. Agricolae ex vīllīs ambulant. 4. Imperātor pugnam agricolīs mandat. 5. Vītam (*life*) prō patriā dant. 6. Nōn iam (*no longer*) hī (*these*) agricolae spīrant, sed patriam līberāvērunt (*have freed*). 7. " Dulce et decorum est prō patriā morī."

**60.**                    LATIN IN SCIENCE

Science is the most lively and progressive phase of our modern life. Yet, strange as it may seem, even here Latin plays a large part.

Almost every new invention and discovery of science receives a classical name. Anglo-Saxon truly seems the dead part of our language, for we seldom draw upon it to furnish us with new words. Latin, and its cousin Greek, however, stand ready to the tongues of our scientists. Recently coined English names for scientific inventions which reveal Latin as a living language are: *submarine, aeroplane, radio, vacuum sweeper, dictaphone, magnavox, velox, radiator, pulmotor, binocular.*

**Chemistry** — In chemistry the very elements of which various chemicals are composed are known by their Latin names, and the abbreviations of these names make up the alphabet of chemistry.

| | | | | | | |
|---|---|---|---|---|---|---|
| **Ferrum** | = Iron | = *Fe* | | **Kalium** | = Potassium | = *K* |
| **Cuprum** | = Copper | = *Cu* | | **Argentum** | = Silver | = *Ag* |
| **Aurum** | = Gold | = *Au* | | **Natrium** | = Sodium | = *Na* |
| **Plumbum** | = Lead | = *Pb* | | **Stannum** | = Tin | = *Sn* |

**Biology** — In a similar way, the scientific names of plants and animals are Latin. By using Latin names in all countries of the world scientists are sure of being mutually understood. There are many kinds of frogs in many parts of the world. The English word *frog* is not a satisfactory name except in English-speaking countries. Every kind of frog must have one name, and this must be the same in all lands. It must not be expressed differently in twenty or thirty different languages. **Rana** is the Latin word for *frog*, and **Rana catesbiāna** means the American bullfrog; and it means that precise species whether the word is read by a Russian, a Chinese, an Australian, or a German. Latin, then, is the universal language of science, and the truly official name of every plant and animal is its Latin name. Some examples of fairly well known scientific names are:

> **Homō sapiēns,** *intelligent being,* man.
> **Pīnus palūstris,** *swamp pine,* yellow pine.
> **Quercus rubra,** red oak.
> **Passer domesticus,** common sparrow.

Certain advanced scientific books for which there is not a wide market in any one country are printed in Latin. Thus they can be sold in all countries and are understood by educated people wherever they are used.

EXERCISE:

1. Report to the class at least one mechanical invention not already mentioned which bears a name derived from Latin.

2. Find in the dictionary the Latin scientific name of some plant or animal not mentioned in this lesson.



TUBA

## CHAPTER EIGHTEEN

### LATIN AND ENGLISH PREFIXES

*Amīcus certus in rē incertā cernitur* — ENNIUS.
A friend in need is a friend indeed.

**61.** Scarcely any attainment in language study is more important than an exact knowledge of the meaning of the commonest prefixes and suffixes. Since all Latin prefixes are used also in English, what we learn about them will be useful to us in reading either language. We may use our knowledge of prefixes and suffixes in the following ways:

1. When a new word, or a long and apparently a difficult one, is encountered, it is often possible, by picking it apart, to recognize a familiar prefix, stem, and suffix. By combining our knowledge of these, we may discover the significance of the whole. Latin students are often thus saved the trouble of referring to the dictionary. For example, *inexplicable* = **in** (*not*) + **explicō** (*unfold*) + **bilis** (*able to be*), and hence means, *not able to be unfolded*, complicated, obscure.

2. The literal and full meaning of words is often not known except to those who take them apart and recognize their elements separately. Thus, we know in a general way that *dilapidated* means disordered; but, taking its parts separately, the Latin student discovers that it comes from **dis** (*apart*) + **lapis** (*stone*); hence, *stones apart*, a building that has tumbled down.

3. When seeking to discover the Latin source of a long English word, like *transition*, we may by cutting off prefix (*trans-*) and suffix (*-tion*) discover a familiar stem. Thus, *transition* comes from **eō, īre,** *go*, whose stem is the single letter **ī.**

**62.** Study the meanings and illustrations of the following prefixes. The list will be completed in a later lesson.

## ā–, ab–, abs–, *from, away from*

| ENGLISH EXAMPLES | LATIN EXAMPLES |
|---|---|
| *avert*, turn away (**vertō,** turn) | **avertō,** turn away |
| *absolve*, free from (**solvō,** loosen) | **abdūcō,** lead away |
| *abstract*, draw from (**trahō,** draw) | **abstulī,** carried off |

## ad–, *to, toward*

(The *d* in **ad** may be changed to *c, f, g, l, n, p, r, s,* or *t* before these letters in the stem).

| | |
|---|---|
| *adjoin*, join to (**iungō,** join) | **adiungō,** join to |
| *accede*, yield to (**cēdō,** yield) | **accēdō,** yield |
| *affix*, fix to (**fīgō,** fix) | **afflīgō,** afflict |
| *aggregate*, total (**aggregō,** flock together) | **aggredior,** advance toward |
| *allude*, refer to (**ludō,** play) | |
| *annex*, tie to (**nectō,** tie) | |
| *append*, hang to (**pendeō,** hang) | |
| *arrogate*, lay claim to (**rogō,** ask) | |
| *assume*, take to (**sumō,** take) | |
| *attain*, reach (**tangō,** touch). | |

## ante–, *before*

| | |
|---|---|
| *antediluvian*, before the flood | **antecēdō,** go ahead |

## con–, *with, together*

(also written **co–, cog–, col–, com–, cor–**)

| | |
|---|---|
| *convene*, come together (**veniō,** come) | **conveniō,** come together |
| *cohere*, stick together (**hæreō,** stick) | **cōgō,** compel |
| *cognate*, allied by blood (**nātus,** born) | **compellō,** drive together |
| *collect*, bring together (**legō,** pick) | |
| *compress*, press together (**premō,** press) | |
| *corrugate*, wrinkle (**rūgō,** fold) | |

## con–, *thoroughly*

(an intensifying prefix, giving force to meaning of stem, but adding no additional thought)

| | |
|---|---|
| *confirm*, establish (**firmō,** make strong) | **cōnfīrmō,** establish |
| *convince*, persuade (**vincō,** conquer) | **condemnō,** condemn |
| | **cōgnōscō,** recognize |

## circum–, *around, about*

*circumnavigate*, sail around (**navigō**, sail)  **circumdō**, put around

## dē–, *from, down*

*dejected*, cast down (**iaciō**, throw)  **dēdūcō**, lead down

## dis–, *apart, from, off*
### (also written di–, dif–)

*dislocate*, place apart (**locō**, place)  **disiungō**, disjoin
*divert*, turn away (**vertō**, turn)  **differō**, differ.
*diffuse*, pour out (**fundō**, pour)

## ē–, ex– (ef–), *out, out of, from*

*elect*, choose out (**legō**, pick)  **ēdūcō**, lead out
*exclude*, shut out (**claudō**, shut)  **exclūdō**, shut out
*effect*, bring about (**faciō**, make)  **efficiō**, accomplish

## in–, *not*
### (also written ig–, il–, im–, ir–)

*incorrect*, not correct (**corrigō**, correct)  **iniūstus**, unjust
*impossible*, not possible (**possum**, able)  **imperītus**, unskillful
*ignoble*, not noble (**nōbilis**, noble)
*illegal*, not legal (**lēgālis**, lawful)
*irreligious*, not religious (**religō**, bind back)

## in–, *in, on, upon*
### (also written ig–, il–, im–, ir–)

*inclose*, shut in (**claudō**, close)  **indūcō**, lead in
*impress*, press upon (**premō**, press)

EXERCISE:

1. Complete the table started below, using all the prefixes mentioned above, but finding illustrations not given in this lesson.

| PREFIX | MEANING | ENG. ILLUS. | LATIN ILLUS. |
|---|---|---|---|
| ā–, ab– | away from | abduct | āmittō |
| ad– | etc. | | |

2. Show the full meaning of the following English words by stating the force of the prefix and stem separately.

| | | | |
|---|---|---|---|
| efficient | evade | adduce | deport |
| circumspect | adjective | confectionery | ante-room |
| convict | import | conjunction | contain |
| accept | disjoin | educate | injustice |

NOTE — Observe in doing this last exercise that the spelling of a stem often changes when it is used after a prefix; as *faction*, but *ef-ficient*; *capture*, but *ac-cept*; and, in Latin, **teneō,** but **con-tineō; capiō,** but **re-cipiō; factus,** but **con-fectus.**


## CHAPTER NINETEEN

### BORROWED WORDS — LATIN INSCRIPTIONS

*Carmina morte carent* — OVID.
Poetry never dies.

### 63. SECOND DECLENSION NOUNS TAKEN BODILY INTO ENGLISH

The words listed below are both English and Latin. We have adopted them into English without the slightest change. If you do not already know how these are used in English, learn them. Every Latin student should know the important Latin words which we have borrowed. These words end in —us, —er, or —um, and are taken from the Latin second declension.

Observe that many of these words form their plurals in —i or —a, thereby showing that they are really Latin words.

BORROWED WORDS ENDING IN -us.

**alumnus** (plural **alumni**), a male graduate.
**animus,** spirit, feeling.
**bacillus** (plural, **bacilli**), germ, bacterium.
**campus** (in Latin, *field*), grounds about a college.
**chorus,** a group of singers.

**circus** (Latin, *circle;* hence race-track), a circular enclosure for an exhibition.

**discus,** a disk used in games.

**focus** (plural, **foci**), (Latin, *fireplace*), a point of concentration.

**fungus** (plural, **fungi**), a kind of plant (see biology).

**genius,** superior mental ability.

**locus** (plural, **loci**), a term in geometry.

**nucleus** (plural, **nuclei**), a center (used in biology).

**radius** (plural, **radii**), distance from center to circumference of circle.

**stimulus** (plural, **stimuli**), an incentive.

**syllabus** (plural, **syllabi**), an outline of a course of study.

**terminus** (plural, **termini**), an end.

### BORROWED WORDS ENDING IN -er.

**arbiter,** one who arbitrates.

**cancer,** a disease.

**minister** (Latin, a *servant*), a clergyman, or government official.

### BORROWED WORDS ENDING IN -um.

**aquarium,** a building or tank in which live fish are displayed.

**asylum,** a place of refuge.

**auditorium,** a room for public meetings.

**curriculum** (plural, **curricula**), (Latin, *race-track*), a course of studies.

**data** (singular uncommon), (Latin, *things given*, from **dō**), collected facts.

**delirium,** madness.

**forum** (Latin, *market-place, public square*), a place for discussion.

**gymnasium,** a place for exercise.

**mausoleum,** a stately monument.

**momentum,** impetus, force of motion.

**moratorium,** a legal postponement.

**museum,** a place for exhibiting pictures, etc.

**odium,** hatred.

**pabulum,** food, mental nourishment.

**pendulum,** a suspended weight.

**rostrum** (Latin, *beak of a bird*), a speaker's platform.[1]

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[1] The application of *rostrum* to a platform reveals a glimpse of Roman history. The ships of the Carthaginians, enemies of Rome, were decorated with carved designs at the prow. These, called **rōstra,** from resemblance to the beaks of birds, were removed from captured ships, and displayed on a platform in the Forum, where public speeches were delivered. This came to be called *the beaks*, (**rōstra**), and the name has been since applied to any platform from which speeches are made.

sanatorium, a home for the sick.
serum, a thin fluid (see biology).
stadium, an amphitheater for sports.
stratum (plural, strata), a layer, usually in the rocks.

### 64.          LATIN INSCRIPTIONS

Inscriptions are of two classes. First there are those found by archeologists in Italy and elsewhere in the Roman empire where ruins are dug up. These are interesting and valuable in that they throw light on the lives and thoughts of the great Roman people who gave so much to the world. A second type of Latin inscriptions is that of modern times which we find everywhere about us on monuments, on buildings, on coins or seals, and in books. These show that Latin is still considered to be a language familiar to all, and one particularly well suited to the expression of important and dignified sentiments.

Among interesting inscriptions from Roman days are those found on the walls of buildings at Pompeii, commending to voters the merits of various candidates for office, and advertisements announcing gladiatorial exhibits and public games. Then, too, the Roman catacombs where so many of the early Christians were buried contain many interesting Latin inscriptions which add much to the pleasure of the traveler who knows Latin. Here are two of them:[1]

1.          RUTUNDULA IN PACE
         QUE VIXIT M. XI DXX
              IN PACE
    A DEO ET SANCTIS ACCE(P)TA

The Little Rutunda, in peace, — a girl who lived eleven months and twenty days. In peace received by God and the saints.

2. M. AUR. VICTOR ULPIAE SIRICAE
   CONIUGI RARISSIMAE FECIT
              IN PACE

Marcus Aurelius Victor made this for Ulpia Sirica, a very rare wife. In peace.

[1] Quoted by permission from " Latin Notes."

In modern life, Latin inscriptions are often to be found on tombstones in cemeteries, on arches and monuments, on buildings and on coins. The most frequent cemetery inscription is the abbreviation **aet.** This represents **aetās,** *age.* We may also frequently see the sentence **Requiēscat in pāce,** *May he rest in peace.* The phrase **Prō patriā** is often carved on the monuments of soldiers.

United States coins and the seal of the United States government bear the Latin motto, **Ē plūribus ūnum,** *one* (country made up) *of many* (states).

English coins bear the inscription, **Georgius V. Rēx Deī Grātiā,** *George the Fifth, king by the grace of God.*

Over the entrance to Brown University in Providence, R. I., is a Latin sentence quoted from Cicero, a beautiful tribute to books and study. The meaning of it is,

"Other pleasures are not suitable for all times, ages and places; but these pursuits nourish youth, please old age, ornament prosperity, furnish refuge and solace for adversity, are a pleasure at home, not a hindrance out of doors, spend the night with us, and go with us on journeys and to the country."

In Washington, D. C., on the statue in memory of Doctor Hahneman, founder of homeopathy, may be read the Latin inscription, **Similia similibus cūrantur,** *Like is cured by like.*

EXERCISE:

Watch for Latin inscriptions on buildings and monuments. Report to the class the exact wording of at least one such inscription.
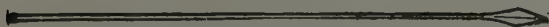


HASTA

## CHAPTER TWENTY

### THE SECOND DECLENSION — THE FOURTH WORD LIST — LATIN IN MUSIC

*Audentēs fortūna iuvābit* — VERGIL.
Fortune will help the daring.

**65.** The nouns of the first declension end in –**a** and are feminine (except **agricola** and **nauta**). Most nouns of the Latin language which end in –**us** are masculine. Those ending in –**um** are neuter. Both groups belong to the second declension, and are declined as follows:

### amīcus, –ī, *m.*, friend

| CASES | ENDINGS | | SINGULAR | PLURAL |
|-------|---------|---------|----------|--------|
|       | *Sing.* | *Plural* | | |
| *Nom.* | –us | –ī | amīcus | amīcī |
| *Gen.* | –ī | –ōrum | amīcī | amīcōrum |
| *Dat.* | –ō | –īs | amīcō | amīcīs |
| *Acc.* | –um | –ōs | amīcum | amīcōs |
| *Abl.* | –ō | –īs | amīcō | amīcīs |

### sīgnum, –ī, *n.*, signal

| CASES | ENDINGS | | SINGULAR | PLURAL |
|-------|---------|---------|----------|--------|
|       | *Sing.* | *Plural* | | |
| *Nom.* | –um | –a | sīgnum | sīgna |
| *Gen.* | –ī | –ōrum | sīgnī | sīgnōrum |
| *Dat.* | –ō | –īs | sīgnō | sīgnīs |
| *Acc.* | –um | –a | sīgnum | sīgna |
| *Abl.* | –ō | –īs | sīgnō | sīgnīs |

Memorize these declensions, noting the differences carefully. Be able to decline these words orally and to write them without the book. Then write the declension of five other second declension words in the Fourth Word List. Observe that in neuter nouns, the nominative and accusative forms, both in the singular and in the plural, are always alike.

**66.**        Fourth Word List

Turn to page 184 and learn thoroughly the ten words of the Fourth Word List.

**67.**        Derivation Exercise

Find at least five English words derived from the Latin verb, **mandō,** and at least five derived from **spīrō.** Remember to use various prefixes in forming derived words. Arrange these lists like the model derivation exercise in Chapter 17.

**68.**        Latin in Music

The technical terms of music are mostly Italian. But as Italian is only modern Latin as spoken in Italy, we may trace them back to their Latin source.

*accelerando*, from Latin, **celer,** *swift.*
*alto*, from Latin **altus,** *deep.*
*con amore*, from Latin **cum amōre,** *with love.*
*crescendo*, from Latin **crēscō,** *increase.*
*D. C.* (*da capo*), from Latin **dē capite,** *from the beginning.*
*forte*, from Latin **fortis,** *strong.*
*fortissimo*, from Latin **fortissimus,** *very strong.*
*opus,* Latin, *work.*
*piano* (softly), from Latin **plānus,** *level*, hence not accented, quiet.
*ritardo*, from Latin **tardus,** *slow.*
*solo*, from Latin, **sōlus,** *alone.*
*soprano*, from Latin **super,** *above.*
*tempo*, from Latin **tempus,** *time.*

Those who study music should look up the Latin sources of technical terms and let their Latin help them in their music.

## CHAPTER TWENTY–ONE

### NOUNS IN –ER; ENGLISH DERIVATIVES

*Nēmō vir māgnus sine afflātū dīvīnō umquam fuit* — CICERO.
No man was ever great without divine inspiration.

**69.** A few masculine words of the second declension
end in –**er**. This is really the stem ending, and the nomi-
native –**us** ending is lacking. We have already seen **puer**
and **magister**. These words are declined as follows:

|       | SINGULAR | PLURAL    | SINGULAR  | PLURAL      |
|-------|----------|-----------|-----------|-------------|
| *Nom.* | puer     | puerī     | magister  | magistrī    |
| *Gen.* | puerī    | puerōrum  | magistrī  | magistrōrum |
| *Dat.* | puerō    | puerīs    | magistrō  | magistrīs   |
| *Acc.* | puerum   | puerōs    | magistrum | magistrōs   |
| *Abl.* | puerō    | puerīs    | magistrō  | magistrīs   |

Like **puer** is declined **vir**, *man;* and like **magister** are
declined **liber**, *book*, and **ager**, *field*. Write out the de-
clension of these three nouns. Note that in **magister**,
**liber**, and **ager**, the **e** before the final **r** is lacking in all
cases except the nominative singular.

### MĀRCUS AVUNCULUM HABET

**70.** Mārcus est puer Rōmānus, fīlius agricolae Rōmānī.
Mārcus ad oppidum (*town*) ambulat. In viā stat inimīcus,
Galba. Galba officium in agrīs amīcō mandat et nunc in viā
ambulat. Officium nōn dēsīderat. Mārcum spectat. Cum
Mārcō est canis. Mārcus nōn est armātus. Sed Galba tēlum
(*weapon*) habet. Galba canem Mārcī tēlō necat (*kills*). Bēstia
extrēmum (*its last*) spīrat. Ēius (*its*) membra in viā sunt.
Puerī pugnant (*fight*); tum Mārcus iter (*journey*) ad oppidum
īnstaurat. In oppidō multōs amīcōs habet. Ambulant cum
avunculō Mārcī ad circum ubi sunt lūdī (*games*). Circus est in
māgnō spatiō prope (*near*) rīvum. Rīvus in ōceanum fluit

*By permission and courtesy of the Metropolitan Museum of Art*

A ROMAN SCHOOL BOY

(*flores*). Pretium lūdōrum est māgnum, sed Mārcī avunculus, Iūlius, puerīs monētam dat, et puerī intrant.

**71.** *Translate:* 1. The teacher gives the signal to the boys. 2. They enter and with joy await their tasks. 3. They have many books. 4. They do not hesitate, but prepare to open their books.

## 72. WORDS OFTEN USED IMPROPERLY UNLESS LATIN SOURCE IS KNOWN

*Endorsement*, from Latin, **dorsum**, *back*, and the prefix **in-**, is not properly used unless the signature appears on the back of the instrument.

*Immigrate* must be used for movement *into* and *emigrate* for movement *out of* a country, because the prefix **in-** (**im-**) means *into* while **e-** or **ex-** means *out of*.

*Aggravate* comes from **gravis**, *serious, grave*, and therefore is correctly used of a disease which is aggravated or made more serious. It is not correctly used to mean *make angry*.

## CHAPTER TWENTY-TWO

## HOW TO ASK QUESTIONS — ENGLISH DERIVATIVES

*Multa petentibus dēsunt multa* — HORACE.
To those seeking much, much is lacking.

### 73.    HOW TO ASK QUESTIONS

A. Questions which are introduced with an interrogative word (such as **quis, quid, ubi**), are asked just as in English, with the interrogative first. *Who is carrying the water?* becomes **Quis aquam portat?**

B. Questions asked without an interrogative word regularly have the enclitic **-ne** attached to the first word. Such questions do not imply what answer is expected. For example, *Is he carrying water?* becomes in Latin **Portatne aquam?**

C. By using **nōnne** instead of –**ne** we show that *yes* is the expected answer. **Nōnne est Mārcus?** *Is it not Marcus?  Isn't it Marcus?*

**74.**        THE BOYS GO TO THE GAMES

Mārcus et Galba sunt duo (*two*) amīcī Rōmānī.  Ubi habitant (*live*) Mārcus et Galba?  Habitantne in oppidō māgnō?  Minimē (*Not at all*).  In oppidō parvō (*small*) Italiae puerī habitant.  Prope rīpam Tiberis est circus.  Puerī semper (*always*) gaudia dēsīderant.  Nōnne est ita (*so*)?  Amīcī parant spectāre lūdōs in circō.  Per campōs ambulant.  Fungōs multōs et pulchrōs in campīs spectant.  Mox (*soon*) ad circum veniunt (*come*), et curriculum et sēdēs (*seats*) spectant.  Puerī rident et multō cum gaudiō lūdōs exspectant.

**75.** *Translate into Latin:*  Does the teacher give the boy the books?  Are not the boys standing in the river?  Is the price of the games large?  The circus is in a large space behind the village.

**76.**    WORDS USED WITH MEANING CHANGED
              BY COMMON CONSENT

The following examples show that when people forget about the real meaning of a Latin derivative, they may get to using it in applications which are inconsistent with the meaning of its Latin source.  These usages often seem amusing and ridiculous to a Latin student when he thinks about them.  Many words, however, like the following, have been misused so commonly that their new English meaning has gained acceptability because of its very commonness.

*Manufacture*, from **manus,** *hand*, and **facere,** *to make*, was first used when manufacturing was done by hand in private homes.  It is still used, however, even though most manufactured articles are now made entirely by machinery, and are often never touched by the human hand throughout the process.

*Journal* is derived from the Latin **diurnus,** *daily.* This word which originally referred to a daily publication now is applied to any sort of periodical, whether daily, weekly, or monthly.

*Host,* from **hostis,** *enemy.* Although this word really means the army of a public foe, it has come to mean in English any large number of people, and we may now even say, quite paradoxically, " a host of friends."

*Manuscript,* from **manus,** *hand,* and **scrībere,** *write,* is now applied to the text of a book written on the typewriter, and not " by hand " at all.

*Vaccinate,* from **vacca,** *cow,* originated when smallpox vaccine was made from the blood of infected cattle. Now it is applied to the use of typhoid and other " vaccines," which are secured from entirely different sources.

*Dilapidated,* from **dis,** *apart,* and **lapis, lapidis,** *stone,* is applied to ramshackle wooden buildings quite as much as to those made of stone.

*Matinée,* from **mātūtīnus,** *morning,* is commonly applied to afternoon dramatic performances, though it strictly means a morning program.

## CHAPTER TWENTY-THREE

### ADJECTIVES — FIFTH WORD LIST — LATIN IN SCHOOL

*Nēmō enim patriam quia māgna est amat, sed quia sua* — SENECA.
For no one loves his country because it is big, but because it is his.

**77.** We have seen adjectives used in such sentences as **Cornēlia, fīlia agricolae, est pulchra;** and **In oppidō multōs amīcōs habet.** In both sentences we may observe that *the adjective agrees in case, number, and gender with the noun it modifies.* Thus we say, **Fēmina est pulchra,** but **Fēminae sunt pulchrae,** and we say **Amīcus est iūstus,** but **Amīcī sunt iūstī.**

Therefore, in order to have suitable forms for use with any nouns (whether masculine, feminine, or neuter), adjectives are declined in three genders and have thirty forms, as follows:

### mǎgnus — *large*

#### SINGULAR

| CASES | ENDINGS | MASCULINE | FEMININE | NEUTER |
|-------|---------|-----------|----------|--------|
| *Nom.* | –us –a –um | mǎgnus | mǎgna | mǎgnum |
| *Gen.* | –ī –ae –ī | mǎgnī | mǎgnae | mǎgnī |
| *Dat.* | –ō –ae –ō | mǎgnō | mǎgnae | mǎgnō |
| *Acc.* | –um –am –um | mǎgnum | mǎgnam | mǎgnum |
| *Abl.* | –ō –ā –ō | mǎgnō | mǎgnā | mǎgnō |

#### PLURAL

| CASES | ENDINGS | MASCULINE | FEMININE | NEUTER |
|-------|---------|-----------|----------|--------|
| *Nom.* | –ī –ae –a | mǎgnī | mǎgnae | mǎgna |
| *Gen.* | –ōrum –ārum –ōrum | mǎgnōrum | mǎgnārum | mǎgnōrum |
| *Dat.* | –īs –īs –īs | mǎgnīs | mǎgnīs | mǎgnīs |
| *Acc.* | –ōs –ās –a | mǎgnōs | mǎgnās | mǎgna |
| *Abl.* | –īs –īs –īs | mǎgnīs | mǎgnīs | mǎgnīs |

### pulcher — *beautiful*

| CASES | ENDINGS | MASCULINE | FEMININE | NEUTER |
|-------|---------|-----------|----------|--------|
| *Nom.* | –us –a –um | pulcher | pulchra | pulchrum |
| *Gen.* | –ī –ae –ī | pulchrī | pulchrae | pulchrī |
| *Dat.* | –ō –āe –ō | pulchrō | pulchrae | pulchrō |
| *Acc.* | –um –ɛm –um | pulchrum | pulchram | pulchrum |
| *Abl.* | –ō –ā –ō | pulchrō | pulchrā | pulchrō |
| | | | | |
| *Nom.* | –ī –ae –a | pulchrī | pulchrae | pulchra |
| *Gen.* | –ōrum –ārum –ōrum | pulchrōrum | pulchrārum | pulchrōrum |
| *Dat.* | –īs –īs –īs | pulchrīs | pulchrīs | pulchrīs |
| *Acc.* | –ōs –ās –a | pulchrōs | pulchrās | pulchra |
| *Abl.* | –īs –īs –īs | pulchrīs | pulchrīs | pulchrīs |

In memorizing these models, learn the paradigms horizontally, and then learn the endings alone horizontally. Notice that the masculine column is exactly like a masculine noun of the second declension, the middle column

exactly like a feminine noun of the first declension, and the last or neuter column is exactly like a neuter noun of the second declension.

After completely memorizing **māgnus** and **pulcher,** write out in full, without reference to the book, the declension of three adjectives from the Fifth Word List.

**78.**                    FIFTH WORD LIST

Turn to page 185 and learn thoroughly the ten adjectives and their meanings which constitute the Fifth Word List.

**79.**      LATIN IN OTHER SCHOOL SUBJECTS

The Latin student will find himself greatly helped in understanding the more or less technical terms of other school subjects if he will use an unabridged dictionary and learn the Latin source from which these terms are derived. To one who knows **ex** (*out*) and **pōnō** (*put*), an *exponent* in algebra is easily remembered as one of the small figures " placed out " of line with the other symbols and written somewhat above the line. To a non-Latin student, *exponent* is just one more meaningless term to be learned with sheer force of memory.

In algebra, besides *exponent* we find the following:

*equation*, **aequus,** equal.           *integer*, whole.
*fraction*, **frangō,** break.           *add*, **addō,** give to.
*radical*, **rādīx,** root.           *simultaneous*, **simul,** at the same time.

In bookkeeping, the following terms derived from Latin may be mentioned:

*deficit*, third person singular of **dēficiō,** there is lacking.
*credit*, **crēdō,** trust.
*debit*, **dēbeō,** owe.

In biology, all the scientific names are Latin; and among derivatives we see such words as

*auditory*, **audiō,** hear.           *perennial*, **per,** through, + **annus,** year.
*respiration*, **spīrō,** breathe.           *duct*, **dūcō,** lead.

Watch for Latin derivatives in all your school subjects, and let your Latin help you to grasp their true meaning.

## 80. LET YOUR ENGLISH HELP YOUR LATIN

Whether to retain or drop the **e** in the declension of Latin words ending in –**er,** is shown by the spelling of the English derivatives. Thus we say *puerile* and *liberate* because **puer** and **līber** (*free*) retain the **e** in Latin. But we say *integral*, *pulchritude*, *library*, *magistrate*, and *agriculture*, because in the Latin words from which these are derived, the **e** before the final **r** is dropped in the declension of the word.

# CHAPTER TWENTY–FOUR

## TRANSLATION — HOW LATIN ILLUMINATES ENGLISH

*Quicquid est enim, quamvīs amplum sit, id est parum tum cum est aliquid amplius* — CICERO.
Whatever it is, and however great it is, it is too small when there is something greater.

### DĒ PRŌVINCIĪS (*PROVINCES*) RŌMĀNŌRUM

**81.** Rōmānī multās prōvinciās habent. In eīs (*among these*) sunt Gallia, Sicilia, Hispānia, Graecia, et Āfrica. Eae sunt terrae (*lands*) pulchrae. Sunt plēnae (*full*) virōrum clārōrum et fīrmōrum. Longa via ab urbe (*city*) Rōmā ad Hispāniam pertinet (*stretches*) Via Aurēlia, nōmine (*by name*). In Viā Aurēliā est Massilia, oppidum ā Graecīs conditum (*founded*). In eō oppidō est circus māgnus, cum curriculō; est quoque (*also*) theātrum ubi virī, fēminae et puerī lūdōs spectant. In viīs strātīs sunt statuae pulchrae virōrum clārōrum. Suntne virī Massiliae pauperī? Minimē. Multa pulchra navigia habent. Ea navigia ad Graeciam et prōvinciās Rōmānās gubernant. Massilia est oppidum pulchrum et salvum. Virī oppidī sunt aequī.

**82.** *Write in Latin:* Are your friends dependable?  My friends are just and fair.  Is the province safe and untouched?  Among the poor (masculine plural) friendship (**amīcitia**) is strong.
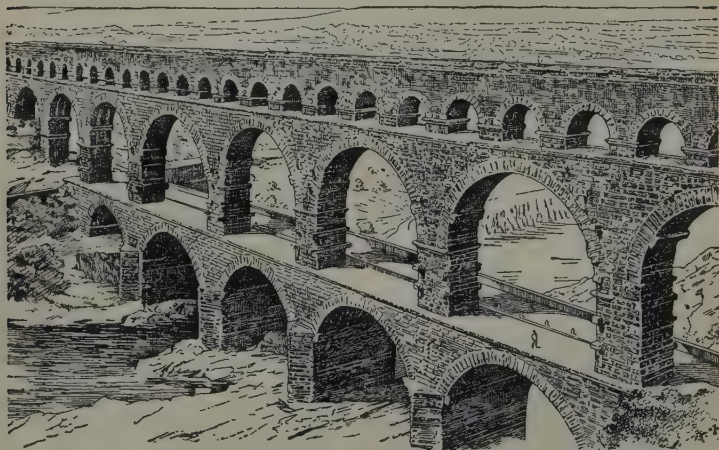


A ROMAN AQUEDUCT IN SOUTHERN FRANCE

This aqueduct at Nîmes in southern France spans two hilltops nearly a thousand feet apart.   Besides carrying water in three tiers, it also served as a bridge.   It is one of countless examples of such improvements provided by the Romans for the convenience of their provinces.  It was constructed by the Emperor Antoninus Pius.  Rome itself in imperial days had fourteen such aqueducts, furnishing the people with an abundance of clear, clean water from the Apennines.

## How Latin Illuminates English Vocabulary

**83.**  The following words are examples of hundreds in English which depend for their full and real meaning upon knowledge of their Latin sources.  Many of these words are miniature pictures of Roman life.

*Aurora borealis.*  How much more beautiful when we know what it means, " northern dawn "!

*Plumber*, from **plumbum,** *lead*, a man who works on lead pipes and fixtures.

*Cereal*, from Ceres, goddess of grain.

*Atlas*, the giant who supports the sky on his shoulders; hence it means a book of maps.

*Herculean task*.   Hercules, a mighty hero of classical folklore, was successful in performing all the hard tasks set before him.

*Calliope*.   Calliope was the muse of epic poetry.   We hope her voice was more gentle than that of some whistles which bear her name.

*Kaiser*, *Czar*, *Tsar*.   Whether in Germany, Russia, or Bulgaria, this name is only Caesar in disguise.

*Janitor*.   He is literally a doorkeeper (from **iānua,** *door*). This reminds us of Janus, god of beginnings, and of January, the door of the year.

*Legion*.   When we say we have a legion of troubles, we mean a regiment of them.   **Legiō** was a division of the Roman army, numbering nominally six thousand men.


## CHAPTER TWENTY–FIVE

## ENGLISH AND LATIN PREFIXES — WORD STUDY

*Genus ūniversum amantissimum est ōtī* — CICERO.
The whole human race longs for peace.

**84.**   Review what was said in Chapter 18 about the importance and usefulness of the prefixes which are alike in Latin and English.   The following list completes that begun in Chapter 18.   Learn the meanings of these prefixes carefully, and observe their force when used with various stems.

**inter–,**  *among, between*

| ENGLISH EXAMPLES | LATIN EXAMPLES |
|---|---|
| *interpose*, place between (**pōnō**, place) | **interfundō**, pour between |

**ob–,**  *against, in front of*
(also written **oc–, of–,** and **op–**)

| | |
|---|---|
| *oppose*, place against (**pōnō**, place) | **oppūgnō**, attack |
| *offer*, bring before (**ferō**, carry) | **occurrō**, meet |
| *occur*, " run against," happen (**currō**, run) | **obstō**, oppose |
| *obstruct*, pile in front of (**struō**, pile) | |

## per–, *through*

*pervade*, spread through (**vādō**, go)    **perdūcō**, lead through

## per–, *thoroughly*

(an intensifying prefix, giving force to the meaning of the
stem but adding no additional thought)

*perturb*, disturb greatly (**turbō**, disturb)  **permoveō**, alarm

## pre (prae–), *before, ahead of*

*precede*, go ahead (**cēdō**, go)    **praemittō**, send ahead

## post–, *after*

*postpone*, place after, defer (**pōnō**, place)  **postscriptum**, written after

## pro–, *forward*

*propel*, drive forward (**pellō**, drive)    **prōgredior,** march forward

## re–, *back, again*

*repay*, pay back (**pācō**, satisfy)    **redūcō**, lead back
*repeat*, say again (**petō**, attack)    **remittō**, send back

## se–, *apart, away*

*seduce*, lead away (**dūcō**, lead)    **sēparō**, separate
*secede*, withdraw (**cēdō**, go)    **sēiungō**, disjoin

## super–, *over, above*

*supervise*, have charge of (**videō**, see)    **supersum**, survive

## sub–, *under, below, to the foot of*

(also written **suc–, suf–, sug–, sup–, sus–**)

*submit*, send (**mittō**, send)    **submittō**, give help
*suffer*, undergo pain (**ferō**, bear)    **subdūcō**, lead up
*succeed*, come after (**cēdō**, go)    **suscipiō**, undertake
*suggest*, offer advice (**gerō**, carry)
*support*, hold up (**portō**, carry)
*sustain*, hold up (**teneō**, hold)

## trans–, *across*

*transport*, carry across (**portō**, carry)    **transeō**, go across

*Photo by Alinari, Rome*

THE ROMAN TREASURY (TEMPLE OF SATURN)

This picture is a restoration of a probable scene in the Temple of Saturn on the Roman Forum. In the right foreground are slaves carrying in baskets **fisci** of treasure and tax-money from the provinces. On the left, prominent Romans are watching proceedings with interest. On the portico without the public throng, among them some women, are gazing on in curiosity. Over the door is the inscription "S. P. Q. R. AERARIUM," (**Senātus populusque Rōmānus**). "The senate and Roman people, Treasury."

EXERCISE:

1. Complete the table started below, using all the prefixes mentioned in this Chapter, but find illustrations not given above.

| Prefix | Meaning | English Illustration | Latin Illustration |
|--------|---------|----------------------|--------------------|
| inter– | between | interscholastic | intercēdō |
| ob– | against | obstruct | oppōnō |
| post– | after | etc. | |

2. Show the full meaning of the following English words, by stating the force of the prefix and stem separately.

| | | | | |
|--|--|--|--|--|
| intercept | intervene | perennial | perfect | preside |
| submarine | subway | progress | precede | superfine |
| review | proceed | impervious | prefer | transfer |

**85.**                    WORD STUDY

The following words depend for their real and full meaning upon a knowledge of their Latin sources. Many of them are pictures in miniature of Roman life.

*Candidate.* **Candidus** in Latin means *white*. One who ran for office among the Romans wore white robes during the weeks previous to election so that people might easily observe him and make up their minds about his qualifications. What relation do you think of between this word and " candid "? " candle "? " incandescent "?

*Censor.* We may mean one who counts the people for the " census," or we may mean one who criticizes, as a moving picture censor. This is because in Rome the censors both enumerated the people, that is, took the " census," and also criticized their conduct.

*Port Chester, Rochester, Dorchester.* All such words ending in –*chester* are derived from **castra** (*camp*), and many of them show us where Roman camps were located in England. When used in the United States they apply to towns named after such places in England.

*Fiscal*, from **fiscus** (*basket*), the basket in which tax money was brought to Rome from the provinces.

*Money* reminds us that **monēta** received its name from **Iūnō Monēta**, because money was once coined in her temple.

## CHAPTER TWENTY-SIX

## SIXTH WORD LIST — THE SECOND CONJUGATION
## WORD STUDY

*Esse quam vidērī mālēbat* — SALLUST.
He preferred to be rather than to seem.

**86.** We have seen some verb forms (**rīdet, habent,** etc.) in which **e** precedes the ending. Such verbs belong to the second conjugation. The present active infinitive (second principal part) of all such verbs ends in **-ēre.**

Turn to the Sixth Word List on page 185 and learn the principal parts and meanings of the seven verbs of the thoroughly second conjugation there presented. As second conjugation verbs show considerable variation in their principal parts, it is necessary to learn each verb separately.

**87.** Learn carefully the present active indicative of **doceō,** *show* or *teach.* Notice that the personal endings are the same as for **portō,** but that the present stem ends in **-ē,** not in **-ā.** After repeating the present tense of **doceō** several times, write out the corresponding forms of **maneō, videō,** and **habeō.** After this write out the principal parts of all seven verbs of the word list, without reference to the book.

### PRESENT INDICATIVE ACTIVE OF **DOCEŌ** — *TEACH*

| PERSON | ENDINGS | ENGLISH FORCE | LATIN |
|---|---|---|---|
| 1 | -ō | I teach / I am teaching / I do teach | dóceō |
| 2 | -s | you teach / you are teaching / you do teach | dócēs |
| 3 | -t | he (she, it) teaches / he (she, it) is teaching / he (she, it) does teach | dócet |

| PERSON | ENDINGS | ENGLISH FORCE | LATIN |
|--------|---------|---------------|-------|
| 1 | –mus | we teach<br>we are teaching<br>we do teach | docḗmus |
| 2 | –tis | you teach<br>you are teaching<br>you do teach | docētis |
| 3 | –nt | they teach<br>they are teaching<br>they do teach | dócent |

**88.**      WORD STUDY

The following words depend for their real and full meaning upon a knowledge of their Latin sources. Many of them are pictures in miniature of Roman life.

*Municipal.* The Roman **mūnicipia** were Italian towns which made alliance with Rome. The name came from **munus** (*duty, service*), and **capiō** (*take*). They assumed the duties and received the privileges of Roman rights. Now the word refers to any city.

*Orator.* **Ōrāre** in Latin means *to plead, to beg.* This reminds us that a real " orator " is one who (–**tor**) moves the emotions of his audience.

*Pagan.* The Latin adjective **pāgānus** meant *rustic, from the country.* In the time of the early church, the people of rural districts naturally had little religious instruction. The adjective is now used to denote any religion which does not recognize the God of Jews or Christians.

*Pastor*, from **pāscere** (*to feed*), reminds us that a pastor is one who (–**tor**) gives us spiritual food. *Pasture* is from the same Latin verb.

*Sacrifice*, from **sacer** (*sacred*), and **facere** (*to make*) — that which is made sacred by offering it to God.

*Senate*, from **senex** (*old man*). The senate was originally a " council of elders."

*Sinister.* This Latin adjective (*left*) means in English *unlucky* or *unfriendly* because omens occurring on the left were considered to be unfavorable.

## CHAPTER TWENTY–SEVEN

## THE PRONOUN *IS, EA, ID* — LATIN THE BASIS OF THE ROMANCE LANGUAGES

*Imitārī quam invidēre bonīs mālēbant* — SALLUST.
They preferred to imitate rather than to envy good men.

### 89.    THE DEMONSTRATIVE ADJECTIVE **Is**

In our last story we observed several forms of the demonstrative adjective **is, ea, id** (*this, these; that, those*). The complete declension of **is** follows. Learn the forms horizontally, and write them twice without the book. It is important to memorize this thoroughly as **is** is one of the commonest words in the Latin language. As an adjective, it agrees with the word it modifies. It may, however, also be used alone, as a pronoun (*he, she, it, they*, etc.). Observe carefully the English meanings of the various forms, noting particularly that **ēius** = *his* and **eōrum** or **eārum** = *their*.

|      | SINGULAR |        |        | PLURAL |        |        |
|------|----------|--------|--------|--------|--------|--------|
| *Nom.* | is | e′a | id | e′ī (i′i) | e′ae | e′a |
| *Gen.* | ē′ius | ē′ius | ē′ius | eō′rum | eā′rum | eō′rum |
| *Dat.* | e′ī | e′ī | e′ī | e′īs (i′īs) | e′īs (i′īs) | e′īs (i′īs) |
| *Acc.* | e′um | e′am | id | e′ōs | e′ās | e′a |
| *Abl.* | e′ō | e′ā | e′ō | e′īs (i′īs) | e′īs (i′īs) | e′īs (i′īs) |

### ENGLISH MEANINGS — AS A PRONOUN

|      | SINGULAR |        |        | PLURAL |
|------|----------|--------|--------|--------|
| Nom. | *he* | *she* | *it* | *they* |
| Gen. | *of him, his* | *of her, her, hers* | *of it, its* | *of them, their, theirs* |
| Dat. | *to* or *for him* | *to* or *for her* | *to* or *for it* | *to* or *for them* |
| Acc. | *him* | *her* | *it* | *them* |
| Abl. | *from, with*, or *in him* | *from, with*, or *in her* | *from, with* or *in it* | *from, with*, or *in them* |

**90.** 1. Ea pictūra est scola Rōmāna. 2. Rīdēmus ubi eam vidēmus. 3. Nōn est māgnum aedificium (*building*). 4. Nōn sunt multī puerī. 5. Quid habent discipulī? 6. Quis intrat? 7. Is puer est tardus (*late*). 8. Magister puerōs docet. 9. Puerī Rōmānī nōn multa gaudia in scolā habent. 10. Cum librīs et magistrō diū (*a long time*) manent. 11. Tabulās litterīs supplent. 12. Amīcōs nōn vident.



A ROMAN SCHOOL ROOM

**91.** DERIVATION EXERCISE

Find at least five English words related by derivation to **videō,** and at least five related to **moveō.** Arrange these derivatives, with definitions and illustrative sentences according to the model previously used for derivation exercises. Notice that the stem of the fourth principal part is very often the source of English derivatives; for example, *vision* from **videō.**

From what Latin source have we derived the following English words: *tenant, habit, supplement, complement, mansion, derision?*

**92.** LATIN AND ITS DESCENDANTS

Italian, Portuguese, French, and Spanish are called Romance languages because they are based so directly upon the Roman language, Latin. Over ninety per cent of the vocabulary of these languages is Latin in origin, so that they may properly be called modern Latin dialects. Similarly,

Roumanian is a modern form of Latin, as Roumania was also once a Roman colony.

In learning French and Spanish in school, Latin pupils will have a great advantage over others if they will constantly look for the resemblances and connections in the two languages. For instance, the gender of a Romance noun is almost always the same as that of its Latin source. The conjugation of a verb in Latin, also, will usually determine the form of the corresponding verb in the modern language.

How helpful Latin is in vocabulary work is plainly shown by the following short list of words which indicates the Latin original and the French and Spanish derivatives. Observe the great similarity in the three languages.

| Latin Word | French Derivative | Spanish Derivative |
|---|---|---|
| agricola, *farmer* | agriculteur | agricultor |
| amāre, *to love* | aimer | amar |
| amīcus, *friend* | ami | amigo |
| annus, *year* | an | año |
| campus, *field* | campagne | campo |
| centum, *hundred* | cent | ciento |
| quīnque, *five* | cinq | cinco |
| contentus, *contented* | content | contento |
| fēlīx, *happy* | féliciter (*to congratulate*) | feliz (*happy*) |
| fēmina, *woman* | femme | feminino (*feminine*) |
| habitāre, *to live in* | habiter | habitar |
| liber, *book* | livre | libro |
| lībertās, *freedom* | liberté | libertad |
| littera, *letter* | lettre | letra |
| narrāre, *to tell* | narrer | narrar |
| occupāre, *seize* | occuper | ocupar |
| prōvincia, *province* | Provence (*a part of France*) | Provenza |
| pugnāre, *to fight* | pugnacité (*pugnacity*) | pugnar (*to fight*) |
| terra, *land* | terre | tierra |
| vocāre, *to call* | vocal (*vocal*) | vocal (*vowel*) |

EXERCISE:

1. Borrow a French or Spanish book with a vocabulary, and find at least five other words which resemble the Latin from which they come.

2. Give one English derivative from each Latin word in the list above.

## CHAPTER TWENTY–EIGHT

### ADVERBS — THE PRONOUN *QUIS* — WORD STUDY

> *Audē contemnere opēs* — VERGIL.
> Dare to despise wealth.

**93.** A regular adverb in English usually ends in *–ly*. These letters are added to the corresponding adjective. Thus, *glad, gladly; wide, widely; certain, certainly.*

Latin adverbs are regularly formed from adjectives of the first and second declensions, such as **certus, pulcher,** and **iūstus,** by adding **–ē** to the stem.

| | | |
|---|---|---|
| **certus,** *sure* | **pulcher,** *beautiful* | **iūstus,** *just* |
| **certē,** *surely* | **pulchrē,** *beautifully* | **iūstē,** *justly* |

In a similar way, form and write with English meanings the adverbs from **integer, salvus,** and **fīrmus.**

**94.** From the pronoun **quis** we have used the forms **quis, quem,** and **quid.** Following is the entire declension of this word. Learn it carefully, then write it out, without the book. Notice that the masculine and feminine forms are the same in the singular.

| | SINGULAR | | | PLURAL | | |
|---|---|---|---|---|---|---|
| CASE | MAS. FEM. | NEUTER | MEANING | MAS. | FEM. | NEUTER |
| *Nom.* | quis | quid | *who, what* | quī | quae | quae |
| *Gen.* | cuius | cuius | *whose, of whom, of what* | quōrum | quārum | quōrum |
| *Dat.* | cui | cui | *to, for whom* | quibus | quibus | quibus |
| *Acc.* | quem | quid | *whom, what* | quōs | quās | quae |
| *Abl.* | quō | quō | *from, with whom, what* | quibus | quibus | quibus |

**95.**                               WORD STUDY

When some people read about *predatory interests* they either go to the dictionary, or guess at the meaning. But the Latin student recognizes **praeda** (*plunder*), and realizes

that this phrase refers to financiers and corporations which act like pirates or robbers.

*Saturnalia* is to some a word of doubtful meaning. But if one has read about the Roman feasts in honor of the sun-god, Saturn, he readily understands that a saturnalia must be an orgy of wild and lawless revelry. Other examples are:

> *Domicile*, from **domus** (*home*);
> *Culinary*, from **culīna** (*kitchen*);
> *Pecuniary*, from **pecūnia** (*money*).

**96.** *Insulate* is known to every one. But how many stop to think that it comes from **insula** (*island*), and therefore indicates that the wire which is insulated is cut off from other conductors, just as an island is cut off from land by being wholly surrounded by water?

*Somber* means much more to those who know that it comes from **sub umbrā** (*under the shadow*).

*Umbrella* (literally, *a little shadow*) is far more interesting when this relation to the Latin source **umbra** is realized.

*Subpoena* is a strange and meaningless term to some people. But if we take it apart, and find **sub poenā** (*under penalty*) we realize just why the subpoena of a court must be obeyed under penalty of the law.

*Capital*, from **caput** (*head*), the head city.

*Virtue*, from **vir** (*man*), originally courage, that is the quality of a real man.

*Soil*, from **solum** (*ground*).

*Naval*, from **nāvis** (*ship*), pertaining to ships.
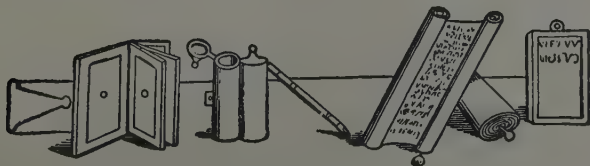


ROMAN WRITING MATERIALS

*By permission and courtesy of the Metropolitan Museum of Art*

GOLD COINS OF THE ROMAN EMPIRE

The Romans developed coinage to a degree of perfection far surpassing that known elsewhere in their times. The designs on many of these coins are beautiful examples of art. Despite the fifteen or twenty centuries since these came from the mint, the inscriptions are still legible on most of them. Students will recognize "Caesar," "Augustus," and other words with which they are already familiar.

## CHAPTER TWENTY–NINE

### THE INDICATIVE OF *SUM*

*Quī sēcum loquī poterit, sermōnem alterius nōn requīret* — CICERO.
He who can talk with himself will not need the conversation of
another.

**97.** Up to the present point, we have used only the present tense of **sum.** Two other tenses follow, which will enable us to read stories in past time. Learn these forms thoroughly. Notice that the personal endings differ from those
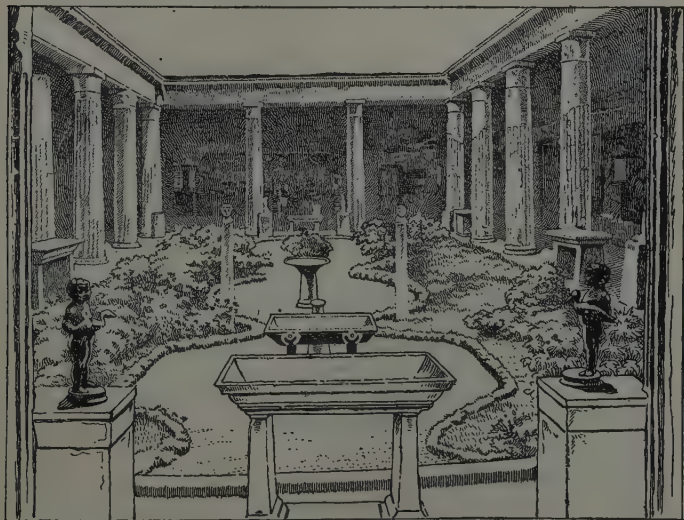


PERISTYLE OF THE HOUSE OF THE VETTII AT POMPEII

of the present tense only in the perfect. These perfect tense endings will appear also on the perfect tense forms of **portō** and **doceō** when we come to them. It is desirable to memorize these endings separately.

## PAST DESCRIPTIVE TENSE

| I was | e'ram | we were | erā'mus |
|---|---|---|---|
| you were | e'rās | you were | erā'tis |
| he (she, it) was | e'rat | they were | e'rant |

## PERFECT TENSE

| I was, have been | fu'ī | we were, have been | fu'imus |
|---|---|---|---|
| you were, have been | fui'stī | you were, have been | fui'stis |
| he (she, it) was, has been | fu'it | they were, have been | fuē'runt |

## INTERIOR OF ROMAN HOUSE

**98.** In eā pictūrā est domus [1] Rōmāna. Ea domus fuit in urbe Pompēīs prope Vesūvium. Ante ēruptiōnem pater et māter cum multīs puerīs erant in domō. Nunc certē vacua (*empty*) est. Quōrum erat ea domus? Erat domus Cornēliae et Flavī.

In pictūrā vītam (*life*) Rōmānōrum nōn spectāmus. Māter in horto (*garden*) nōn est. Puerī cum librīs in scolā fuērunt; nunc domum intrant. Pater in hortō fuit. Nunc in forō manet. Domus fuit pulchra sed nōn salva.

## CHAPTER THIRTY

## PAST DESCRIPTIVE TENSE OF *PORTŌ* AND *DOCEŌ*

> *Neque enim potest exercitum is continēre imperātor quī sē ipse nōn continet* — CICERO.
>
> For that general cannot control an army who does not control himself.

**99.** To form the past descriptive tense of English verbs we insert an auxiliary verb, *was* or *were*. Thus, *I carry* becomes *I was carrying;* and *They carry* becomes *They were carrying*.

In Latin, instead of an additional word, the tense sign **ba** is inserted after the present stem and before the personal

[1] **Domus** (house, home), although it ends in **–us,** is a feminine noun.

ending to form the past descriptive tense. Study these tenses carefully. Memorize them thoroughly, with their English meanings. Repeat these several times for each verb, without the book. Then write out the conjugation in the present and past descriptive of **maneō** and **habeō**.

## PAST DESCRIPTIVE OF *PORTŌ*

| | | | |
|---|---|---|---|
| *I carried, was carrying* | portā′**bam** | *we carried, were carrying* | portābā′**mus** |
| *you carried, were carrying* | portā′**bas** | *you carried, were carrying* | portābā′**tis** |
| *he, (she, it) carried, was carrying* | portā′**bat** | *they carried, were carrying* | portā′**bant** |

## PAST DESCRIPTIVE OF *DOCEŌ*

| | | | |
|---|---|---|---|
| *I taught, was teaching* | docē′**bam** | *we taught, were teaching* | docēbā′**mus** |
| *you taught, were teaching* | docē′**bās** | *you taught, were teaching* | docēbā′**tis** |
| *he (she, it) taught, was teaching* | docē′**bat** | *they taught, were teaching* | docē′**bant** |

The past descriptive tense represents the action as *going on* (not finished) in past time; it indicates a continued or repeated action or situation in the past. In English we do not always indicate this distinction. The sentence, *He walked to school*, may mean that he did so customarily (he used to walk to school), or it may refer to a single act. In the first instance, the Romans would use the past descriptive tense, because the action was repeated. For the second interpretation of the sentence, the Romans would use the perfect tense, which we are soon to learn. The past descriptive must be used very sparingly and only when a continued, or repeated, action is represented.

## CHAPTER THIRTY–ONE

### SEVENTH WORD LIST — LATIN IN HERALDRY

*Nēmō timendō ad summum pervēnit locum* — PUBLILIUS.
No one has reached the highest place by being afraid.

**100.**          SEVENTH WORD LIST

Turn to page 185 and memorize with meanings the words
of the Seventh Word List.

**101.** From what Latin are the following English words
derived: *apparent, table, paper, population, enumerate, value,
invalid, favorite, tenacious, student?*

Find and write one English derivative different from
those given in the Seventh Word List, from each of the
following: **tabula, populus, valeō, studeō, teneō.**

### DĒ LITTERĪS RŌMĀNŌRUM

**102.** Populus Rōmānus litterās in tabulīs et in papȳrō
scrībēbat (*wrote*). Rōmānī papȳrum ab Ægyptō ad Ītaliam
portābant. Is papȳrus in aquā rīvī crēscēbat (*grew*). Integer
et pulcher nōn diū manēbat. Populus Rōmānus meliōrem
(*better*) māteriam dēsīderābat.

Ea māteria erat tabula. Tabula ex līgnō (*wood*) est facta
(*made*). Id līgnum cēram (*wax*) continēbat. In cērā litterās
scrībēbant Rōmānī. Tabulae tum līneīs erant ligātae (*tied*).
Ad fīnem litterārum " Valē et iterum (*again*) valē!" scrībēbant.

**103.** *Write in Latin:* Did they walk to the bank of the
stream? We were folding the letter for our (**nostrō**) teacher.
The teacher was favoring his pupils.

**104.**          LATIN IN HERALDRY

The coats of arms of many families bear Latin mottoes.
The following are examples:

## Family Mottoes

James Otis: *Sapiēns quī vigilat.*   He is wise who watches.

George Washington: *Exitus acta probat.*   The outcome tests our deeds.

Benjamin Franklin: *Suum cuique tribue.*   Give every man his due.

Thornton family: *Fac et spērā.*   Do and hope.

Allen family: *Fortiter gerit crucem.*   He bears his cross bravely.

More frequently to be observed in this country are the state seals and the seals of our colleges, many of which show a Latin motto.   Among these are the following:

## State Mottoes

Connecticut: *Quī trānstulit sustinet.*   He Who brought us across sustains us.

Missouri: *Salūs populī suprēma lēx estō.*   Let the safety of the people be the supreme law.

New Mexico: *Crēscit eundō.*   She grows as she proceeds.

Oklahoma: *Labor omnia vincit.*   Labor conquers everything.

## College Mottoes

Columbia: *In lūmine tuō vidēbimus lūmen.*   In Thy light shall we see light.

Colorado: *Nīl sine nūmine.*   Nothing without divine help.

Harvard: *Vēritās.*   Truth.

Pennsylvania: *Līterae sine mōribus vānae.*   Learning without character is useless.

Princeton: *Deī sub nūmine viget.*   She flourishes under divine favor.

Syracuse: *Scientia suōs cultōrēs corōnat.*   Wisdom crowns those who seek her.

Frequently a graduating class takes as its motto some quotation from a Latin author, such as, **Esse quam vidērī,** *To be rather than to appear.*

In imitation of the mottoes of heraldry, many business firms display Latin phrases on their trade marks and on

their stationery. Observation will enable you to report many of these to the class.

EXERCISE:

Find and report to the class the Latin motto of one other state and one other college in addition to those mentioned above.

## CHAPTER THIRTY–TWO

### THE FUTURE AND PAST PERFECT INDICATIVE OF *SUM* — LATIN ABBREVIATIONS IN ENGLISH

> *Semper avārus eget* — HORACE.
> The greedy man is always in need.

**105.** Below are given the future and the past perfect tenses of **sum**. Compare the future with the past descriptive (§ 97), observing the similarity and the differences. Observe that the past perfect tense may be formed by adding the past descriptive forms of **sum** to the perfect stem. Study these tenses thoroughly until you can repeat the forms readily without the book.

#### FUTURE TENSE

| | | | |
|---|---|---|---|
| *I shall be* | e′rō | *we shall be* | e′rimus |
| *you will be* | e′ris | *you will be* | e′ritis |
| *he (she, it) will be* | e′rit | *they will be* | e′runt |

#### PAST PERFECT TENSE

| | | | |
|---|---|---|---|
| *I had been* | fu′eram | *we had been* | fuerā′mus |
| *you had been* | fu′erās | *you had been* | fuerā′tis |
| *he (she, it) had been* | fu′erat | *they had been* | fu′erant |

**106.** Our written English abounds in abbreviations which stand for Latin words. Most people have some idea of the intent of these symbols, but few read carefully enough

to wonder just what words they represent, or to investigate the meaning of these words. In P.M., for example, the P. is not the initial of *after*, nor is M. the initial of *noon*. These letters, of course, stand for the corresponding Latin words **post merīdiem**. Yet most people, knowing that P.M. stands for *afternoon*, are content to let it rest there. A Latin student can understand the source of these abbreviations.

Study the list below — it is by no means complete:

| A.D. | Annō Dominī | In the year of Our Lord |
|------|-------------|-------------------------|
| e.g. | exemplī gratiā | for example |
| i.e. | id est | that is |
| cf. | cōnfer | compare |
| I.H.S. | Iēsus hominum salvātor | Jesus, Saviour of Man |
| D.D. | dīvīnitātis doctor | Doctor of Divinity |
| M.D. | medicīnae doctor | Doctor of Medicine |
| ad lib. | ad libitum | at pleasure |
| et al. | et aliī | and others |
| lb. | lībra | pound |
| sc. | scīlicet | namely |
| v. | vidē | see, consult |

Look up the following abbreviations in the unabridged dictionary and report to the class what Latin words each represents: A.M., A.B., N.B., P.S., Q.E.D., and ETC.

## CHAPTER THIRTY-THREE

### FUTURE TENSE OF *PORTŌ* AND *DOCEŌ* — LATIN PHRASES IN ENGLISH

*Beātī quī sunt pācificī; quoniam ipsī fīliī Deī vocābuntur* — MAT-THEW 5:9.

Blessed are the peacemakers, for they shall be called the children of God.

**107.** The form of the future tense in Latin may be said to consist of three parts, as follows:

| | PRESENT STEM | | TENSE SIGN | | PERSONAL ENDING | |
|---|---|---|---|---|---|---|
| 1st conjugation | portā | + | bi | + | s | *you will carry* |
| 2nd conjugation | docē | + | bi | + | s | *you will teach* |

In other words, the tense sign **bi** is inserted after the present stem and before the personal ending to form the future tense. The future tense sign changes to **bu** in the third person plural. In the first person singular it is partly absorbed by the ending. Learn the complete inflection of the future tense as given below.

### FUTURE TENSE·

| *I shall carry* | portā′**bō** | *we shall carry* | portā′**bimus** |
|---|---|---|---|
| *you will carry* | portā′**bis** | *you will carry* | portā′**bitis** |
| *he (she, it) will carry* | portā′**bit** | *they will carry* | portā′**bunt** |

| *I shall teach* | docē′**bo** | *we shall teach* | docē′**bimus** |
|---|---|---|---|
| *you will teach* | docē′**bis** | *you will teach* | docē′**bitis** |
| *he (she, it) will teach* | docē′**bit** | *they will teach* | docē′**bunt** |

**108.** *Practice recognition of the future forms by translating the following:* 1. Habēbunt; ridēbant; erat; erimus; manēbimus. 2. Tenēbam; tenēbō; scolae studēbitis. 3. Erunt; eritis; erās; māgnus numerus populī apparēbit. 4. Supplēbitne rīvus aquam largam pauperīs agricolīs in ēius rīpīs?

*Translate into Latin:* Will they remain and await their friends? In school I shall see the paper and the map. Will you intrust the plants to the daughter of the farmer?

## 109.        LATIN PHRASES IN ENGLISH

In the back of an unabridged dictionary you will find an appendix entitled, " Words and Phrases from Latin and other Foreign Languages, Used in English." These are constantly being met with in all our reading. One who cannot understand them is at a great loss in reading English. Look up the meaning of the following: **ex tempore, in toto, per annum, post mortem, ex officio, Deo volente, per capita, viva voce.**

Among many other Latin words and phrases used in English are the following:

**ad nauseam,** until sick

**alias,** otherwise, elsewhere

**alibi,** presence elsewhere

**alma mater,** cherishing mother

**alter ego,** another self

**ante bellum,** before the war

**bona fide,** in good faith

**cui bono?,** What's the use?

**dramatis personae,** persons of the drama

**exit, exeunt,** he goes out, they go out

**ipso facto,** by the fact itself

**inter nos,** between ourselves

**lapsus linguae,** slip of the tongue

**modus operandi,** method of working

**ne plus ultra,** nothing better beyond

**per se,** by itself

**pro bono publico,** for public good

**pro and con(tra),** for and against

**prima facie,** at first sight

**pro tempore,** temporarily

**semper fidelis,** always faithful

**sine qua non,** an absolute essential

**sine die,** without date

**sui generis,** in a class by himself

**summum bonum,** highest good

**status quo,** present state of things

**sub rosa,** under the rose, secretly

**tempus fugit,** time flies

**terra cotta,** (cooked earth), a building material

**terra firma,** firm ground

**vice versa,** conversely

**verbatim,** word for word

**vox populi,** the voice of the people

The phrases given above have become so far " naturalized " in the English language that they no longer retain their Latin pronunciation, but are given English sounds.

## CHAPTER THIRTY–FOUR

### ENGLISH AND LATIN ADJECTIVE SUFFIXES

*Ego vōs hortārī tantum possum ut amīcitiam omnibus hūmānīs antepōnātis* — CICERO.

I urge you as strongly as possible that you prefer friendship to all other human affairs.

**110.** Like prefixes, the knowledge of suffixes is very important in helping us to understand the meanings of words.

Review what was said on this subject in Chapter 18 before continuing the study of this page.

The Latin suffixes have not been adopted into English without change, as were the prefixes, but most of them have such resemblance to their Latin ancestors that it will be easy to learn them together. All of the suffixes in this lesson are used to form adjectives, both in Latin and in English. Study their forms in both languages, and see how their meanings affect the words to which they are attached.

### –able, –ible (Latin, –ilis, –bilis), *able to be.*

*fragile*, breakable (**frangō**, break)　　　　　**facilis**, easy
*movable*, able to be moved (**moveō**, move)　　**amābilis**, lovable
*audible*, able to be heard (**audiō**, hear)

### –ant, –ent, –ient.

(These are Latin participle endings. Such adjectives are usually synonymous in English with present participles.)

*reluctant*, struggling against (**luctor**, I struggle)　　**portāns**, carrying
*confident*, believing (**cōnfīdō**, trust)　　　　　　　　**docēns**, teaching
*deficient*, lacking (**dēficiō**, lack)　　　　　　　　　　**regēns**, ruling
　　　　　　　　　　　　　　　　　　　　　　　　　　　**faciēns**, doing
　　　　　　　　　　　　　　　　　　　　　　　　　　　**audiēns**, hearing

NOTE: If an English adjective ends in –*ant* we can be almost sure that it was derived from a first conjugation verb in Latin, since **a** is the characteristic vowel of that conjugation and occurs in the present participle; e.g., *important*, from **portō**.

### –al, –ar, –ic, –an (Latin, –ālis, –āris, –icus, –ānus), *pertaining to, belonging to.*

*naval* (**nāvis**, ship)　　　　　　　　　　**nāvālis**
*familiar* (**familia**, household)　　　　　　**familiāris**
*Germanic* (**Germānia**, Germany)　　　　　**Germānicus**
*Roman* (**Rōma**, Rome)　　　　　　　　　　**Rōmānus**

### –ose, –ous (Latin, –ōsus), *full of.*

ENGLISH EXAMPLES　　　　　　　　　　　　　　　　LATIN EXAMPLES
*verbose*, wordy (**verbum**, word)　　　　　　**fōrmōsus**, beautiful
*glorious*, full of glory (**glōria**, glory)

EXERCISES:

1. Form English words from the following by changing the Latin suffix to its English equivalent: **laudābilis, aequālis, facilis, permanēns, curiōsus, militāris.**

2. Show the full meaning of the following words by giving the meaning separately of prefix (if any), stem, and suffix: *reputable, famous, local, incontestable, pious, perilous, terrible, military, flexible.*


# CHAPTER THIRTY–FIVE

## PERFECT AND PAST PERFECT TENSES OF *PORTŌ* AND *DOCEŌ* — LATIN AS AN AID IN SPELLING

*Nihil est tam angustī animī, tamque parvī, quam amāre dīvitiās*
— CICERO.

Nothing is so characteristic of a narrow and little mind as to love wealth.

**111.** The Latin perfect tense is used to indicate a single, completed past act, as in the sentence, *He carried the books to school.* If this action is thought of as occurring on one occasion, it is expressed by the perfect tense in Latin, **Librōs ad scolam portāvit.** If, however, the action is a usual, customary, continued, or repeated action, the past descriptive tense must be used, and the sentence would read, **Librōs ad scolam portābat.**

Observe in the following paradigms that the forms of the perfect tense consist of the stem of the *third principal part* of the verb, and the personal endings peculiar to the perfect tense. These endings were used when we learned the perfect tense of **sum.** Review these, and repeat them several times rapidly: **–ī, –istī, –it; imus, –istis, ērunt.**

The past perfect tense is used exactly as the same tense in English. Notice that it may be formed by adding the past descriptive tense forms of **sum** to the stem of the *third principal part* of the model verb.

Memorize these tenses of **portō** and **doceō**. Then write, like these, the perfect and past perfect tenses of **pācō, memorō, dō** (perfect, **dedī**), **videō** (perfect, **vīdī**), and **maneō** (perfect, **mānsī**), being sure to use the perfect stem in every case.

### PERFECT ACTIVE TENSE

| | | | |
|---|---|---|---|
| *I carried, have carried* | portā'vī | *we carried, have carried* | portā'vimus |
| *you carried, have carried* | portāvi'stī | *you carried, have carried* | portāvi'stis |
| *he (she, it) carried, has carried* | portā'vit | *they carried, have carried* | portāvē'runt |
| *I taught, have taught* | do'cuī | *we taught, have taught* | docū'imus |
| *you taught, have taught* | docui'stī | *you taught, have taught* | docuis'tis |
| *he (she, it) taught, has taught* | do'cuit | *they taught, have taught* | docuē'runt |

### PAST PERFECT ACTIVE TENSE

| | | | |
|---|---|---|---|
| *I had carried* | portā'veram | *we had carried* | portāverā'mus |
| *you had carried* | portā'verās | *you had carried* | portāverā'tis |
| *he (she, it) had carried* | portā'verat | *they had carried* | portā'verant |
| *I had taught* | docu'eram | *we had taught* | docuerā'mus |
| *you had taught* | docu'erās | *you had taught* | docuerā'tis |
| *he (she, it) had taught* | docu'erat | *they had taught* | docu'erant |

**112**. Latin can help us to improve our spelling. This may result in two ways.

I. Knowledge of Latin stems helps us to spell derivatives.

Shall we write *concensus*, or *consensus*?
    The Latin verb for *agree* is **cōnsentiō, cōnsentīre, cōnsēnsī, cōnsēnsus.**
Shall we write *lisence*, or *license?*
    The Latin verb for *permit* is **licēre.**

II. Knowledge of Latin prefixes helps us to spell words with the same English prefixes.

Should *accommodate* have two *c*'s? two *m*'s?

    Yes, because the prefix **ad**– (*ac*–) supplies one *c*, and the stem of the word is derived from **commodus** which begins with *c* and has two *m*'s.

Should *election* have two *l*'s?

    No, because the prefix e– in Latin consists of only the one letter before a consonant,

Should there be two *p*'s in *separate?*

    No, because the prefix is *se*– and the stem is from the Latin **parō.** Incidentally we also know that it should not be spelled *seperate.*

Why do we spell *disappoint* with one *s* but two *p*'s?

    Because it consists of the prefix *dis*–, which has only one *s*, plus a second prefix *ap*– (for *ad*–), plus the stem –*point.*

Whenever in doubt about spelling a word derived from Latin, consider its parts, and how each of these is spelled in Latin.

EXERCISE:

    Find five English words in the spelling of which you can get help from Latin.


## CHAPTER THIRTY–SIX

### EIGHTH WORD LIST — LATIN FOR NURSES, DOCTORS, AND PHARMACISTS

*Iī vīvunt quī ex corporum vinculīs, tamquam ē carcere, ēvolāvērunt*
                                      — CICERO.

They are living who have flown from the bondage of the body, as from a prison.

**113.**               EIGHTH WORD LIST

Turn to page 186 and there study the nine nouns and two possessive adjectives which constitute the Eighth Word List.

From what Latin sources have we derived the following English words: *historical, coronation, central, granular, punctual, fame?*

**114.** *Translate into English the following sentences:* 1. Rīvī sonus meās aurēs (*ears*) supplēvit. 2. Id punctum fuit centrum circī. 3. Historia māgnam fāmam virīs iūstīs dedit. 4. Fīlia agricolae amīcō meō corōnam dabit. 5. Māgnī armī et costa bēstiae inter arbōrēs (*trees*) apparuērunt. 6. Vīlla nostra est plēna grānī.

*Write in Latin:* 1. Have you seen grain in the fields? 2. Our friends had moved their home out from the center of the village. 3. Many persons are eager for fame.

## 115.          MEDICAL LATIN

Latin is of much use to physicians and nurses, because in anatomy the names of all bones, muscles, and many other parts of the body are known by their scientific or Latin names. To one who knows Latin, these names have meaning and are more easily remembered.

Then, too, prescriptions are written in Latin, and the names of all medicines are Latin. *Nux Vomica* and *Bella-donna* are more easily remembered by one who knows what they mean. A pharmacist knows *boneset* by its Latin name, **eupatorium perfoliati.** (No wonder it is bitter.) He must interpret also the prescriptions of physicians. These often include the following Latin abbreviations, besides many others.

| ℞ | recipe | *take* |
|---|---|---|
| aq. | aqua pūra | *pure water* |
| t. i. d. | ter in diē | *three times daily* |
| gtt. | guttae | *drops* |
| cap. | capiat | *let him take* |
| o. d. | oculus dexter | *right eye* |
| o. s. | oculus sinister | *left eye* |

# CHAPTER THIRTY–SEVEN

## PRONOUNS *EGO* AND *TŪ* — THE NINTH WORD LIST — LATIN FOR CLERGYMEN

*Nihil est, mihi crēde, virtūte fōrmōsius, nihil pulchrius, nihil amā-
bilius* — CICERO.

There is nothing, believe me, more comely, nothing more beautiful
nothing more lovely, than virtue.

**116.** We have seen that the pronouns *I* and *you* when
used as subjects are generally not expressed in Latin, as
the ending of the verb indicates what subject is intended.
Sometimes, however, when the subject is emphatic, or
contrasted with another, it is desirable to use the pro-
noun, as in English. These pronouns are regularly ex-
pressed when used in other cases than the nominative.

*You approve, but **I** do not.*  **Tū probās; sed ego nōn probō.**  (as nom.)
*Love for (of) **you** restrains him.*  **Amor tuī eum retīnet.**  (gen. use.)
*They will show **you** the ships.*  **Nāvigia tibi mōnstrābunt.**  (as dat.)
*He saw **you** and **me**.*  **Mē et tē vīdit.**  (as object.)
*He turned from **me**.*  **Ā mē āvertit.**  (abl.)

Memorize the declension of these two personal pronouns:

| | **ego** — *I* | | **nōs** — *we* | |
|---|---|---|---|---|
| *Nom.* | ego | *I* | nōs | *we* |
| *Gen.* | meī | *of me* | nostrum *or* nostrī | *of us* |
| *Dat.* | mihi | *to me, for me* | nōbīs | *to us, for us* |
| *Acc.* | mē | *me* | nōs | *us* |
| *Abl.* | mē | *from, by, with me* | nōbīs | *from, by, with us* |

| | **tū** — *you* | | **vōs** — *you* (plu.) | |
|---|---|---|---|---|
| *Nom.* | tū | *you* | vōs | *you* |
| *Gen.* | tuī | *of you* | vestrum *or* vestrī | *of you* |
| *Dat.* | tibi | *to you, for you* | vōbīs | *to you, for you* |
| *Acc.* | tē | *you* | vōs | *you* |
| *Abl.* | tē | *from, by, with you* | vōbīs | *from, by, with you* |

**117.**      THE NINTH WORD LIST

Turn to page 186 and learn the cardinal and ordinal numerals which constitute the Ninth Word List. Numerals are among the commonest words in any language, and should be learned thoroughly. These Latin numerals are unusually rich in the large number of English derivatives which they have supplied.

**118.**      DERIVATION EXERCISE

Find at least four English derivatives from **ūnus,** four from **prīmus,** and four from **duo.** Arrange these, with definitions and illustrative sentences, according to the model previously used.

Study the following list of English derivatives and tell from what Latin numeral each comes:

| | | | |
|---|---|---|---|
| second | trio | December | tertiary |
| quintet | sextant | secondary | quartet |
| triple | September | quart | unit |
| October | triplet | November | octave |
| decimal | octagon | decimate | quarter |
| quadruple | sextet | union | duplicate |

**119.**      LATIN FOR CLERGYMEN

Latin is studied by those who wish to become clergymen because they wish to understand the Latin of the church. This includes the Vulgate translation of the Bible which made the Scriptures available in Latin long before they were translated into modern languages. There are also the mediaeval church hymns and prayers and the Latin writings of the early church Fathers, such as Saint Augustine.

Clergymen also learn Latin as a step toward the study of Greek. The New Testament was originally written in Greek, and one who wishes to understand it perfectly must be able to read it in the original version.

## CHAPTER THIRTY–EIGHT

### THE PRESENT PASSIVE TENSE OF *PORTŌ* AND *DOCEŌ* — ABLATIVE OF AGENT

*Avārus, nisi cum moritur, nihil rectē facit* — ROMAN PROVERB.
A greedy man does nothing well except when he dies.

**120.**                    THE PASSIVE VOICE

In the sentence, *The boy holds the book*, the subject, *boy*, is represented as acting. This form of the verb is therefore called the active voice.

We may express the same idea, however, in another form, saying, *The book is held by the boy*. Here the subject *book* does not perform any act. It is mentioned as a passive thing, **acted upon** *by the boy*. The person by whom the act is done is expressed in a phrase with the preposition *by*. When the sentence is thus expressed, the verb *holds* becomes *is held*. Such a verb form is called the passive voice of the verb.

Observe that in the English language a passive verb form must have two elements: (1) some part of the verb *to be;* and (2) the past participle of the verb.

**121.** In Latin the active voice form of this sentence would be, **Puer librum tenet.** In the passive form the sentence reads, **Liber ā puerō tenētur.** Notice that, as in English, the direct object of the first sentence becomes the subject of the second. When the verb is passive the person by whom the act is done is expressed by the ablative with **ā** or **ab.** This use of the ablative with the preposition **ā** or **ab** is called the *Ablative of Agent*. The Latin preposition **ab** is used because the action is thought of as coming *from* the agent or doer.

**122.** In Latin passive verb forms are made by using passive endings. Learn these thoroughly:

|  | SINGULAR | PLURAL |
|---|---|---|
| 1st Person | −r | −mur |
| 2nd Person | −ris | −minī |
| 3rd Person | −tur | −ntur |

**123.** Memorize the present passive indicative of **portō** and **doceō** as follows:

### PRESENT PASSIVE

| | | | |
|---|---|---|---|
| *I am carried* | por'tor | *we are carried* | portā'mur |
| *you are carried* | portā'ris | *you are carried* | portā'minī |
| *he (she, it) is carried* | portā'tur | *they are carried* | portan'tur |

| | | | |
|---|---|---|---|
| *I am taught* | do'ceor | *we are taught* | docē'mur |
| *you are taught* | docē'ris | *you are taught* | docē'minī |
| *he (she, it) is taught* | docē'tur | *they are taught* | docen'tur |

**124.** Change the following sentences to the passive form, and translate into Latin both the active and the passive forms.

1. The boy sees the river.
2. The farmer approves the seed.
3. The teacher carries the book.

## ROMAN AND AMERICAN SCHOOLS

**125.** Rōmānī diem (*day*) in duodecim (*twelve*) hōrās dīvidēbant. Nox (*night*) quattuor vigiliās (*watches*) habēbat. Multī puerī Rōmānī prīmā hōrā ad scolam ambulābant. Sed multī Rōmānī puerī nōn erant in scolā quod (*because*) scolae erant prīvātae, non pūblicae. Nōs in Americā scolās pūblicās probāmus. Sed magistrī Rōmānī fuērunt servī (*slaves*) ex Graeciā quī esse līberī (*free*) volēbant (*wished*). Eī Graecī magistrī puerōs docēbant et pretium rogābant. Eā monētā lībertātem emēbant. Nōn erant decem scolae pūblicae in Ītaliā. Nōs puerī Americānī sine monētā docēmur. Nōnne

id probās tū?  Puerī pauperī et puerī quī dīvitiās (*riches*) habent ūnā in scolā docentur.  Collēgiō et vītae parantur.

**126.** *Write in Latin:*  1.  Three women are seen in the beautiful farmhouse.    2.  The two friends show their uncle the five islands.  3.  In the Pacific Ocean are many thousands of islands.  4.  On the sixth day a hundred ships are guided to the islands.



*By permission and courtesy of the Metropolitan Museum of Art*
A GREEK SCHOOL BOY

## CHAPTER THIRTY–NINE

### ENGLISH AND LATIN NOUN SUFFIXES

*Beātus autem esse sine virtūte nēmō potest* — CICERO.
No one can be happy without manly virtue.

**127.**  Review what was said in Chapter 18 about the importance of knowing the meanings of prefixes and suffixes. Then study the following groups of noun-suffixes, noting

the resemblances between the English and the Latin forms, and the meaning of each suffix.

### –*tion*, –*sion* (Latin –**iō**, –**tiō**, –**siō**) — *act of*

| ENGLISH EXAMPLES | LATIN EXAMPLES |
|---|---|
| *navigation*, act of navigating | **oppūgnātiō**, attack |
| *tension*, act of holding | **dēfēnsiō**, defense |
| | **ōrātiō**, speech |

### –*ant*, –*ent*, — *the person who*

(This group of suffixes represents the Latin present participle stem.)

*inhabitant*, one who inhabits
*president*, one who presides

### –*ce*, –*cy*, –*ty*, –*tude* (Latin, –**tia**, –**tās**, –**tūdō**) — *quality*, *condition*

| | |
|---|---|
| *justice*, quality of a just person | **dīligentia**, diligence |
| *liberty*, condition of a free person | **cīvitās**, citizenship |
| *pulchritude*, quality of a beautiful person | **fortitūdō**, fortitude |

### –*tor* — *one who*

| | |
|---|---|
| *actor*, one who does something | **ōrātor**, speaker |
| *conductor*, one who leads | |

EXERCISE:

1. Using some stem of the Latin verb as a base, form English nouns indicating either the act or the actor from each of the following: **prohibeō, exspectō, moveō, portō, compleō.**

2. Form English words from the following by changing the suffix to its English equivalent: **multitūdō, cāritās, lēnitās, accūsātiō, cōnstantia, fidēlitās.**

3. Show the full meaning of the following words by giving the meaning separately of the prefix (if any), stem, and suffix (if any): *remission, comprehend, deflection, subscription, abdication.*

## CHAPTER FORTY

## THE PRESENT PASSIVE INFINITIVE — THE IMPERA-TIVE FORMS

*Nōn ministrārī sed ministrāre* — MOTTO OF WESLEYAN UNIVERSITY. Not to be ministered unto, but to minister.

**128.** The passive present infinitive of the first and second conjugation verbs is formed from the active present infinitive (second principal part) by changing the final –**e** to –**ī**; thus,

> **portāre,** *to carry,* becomes **portārī,** *to be carried*
> **docēre,** *to teach,* becomes **docērī,** *to be taught*

Form the present passive infinitives of **pācō, videō, contineō,** and **rogō,** giving the meaning of each.

*Express in Latin:* They desire to be moved. They seem (**videntur**) to be armed.

**129.**                THE IMPERATIVE

The imperative mood, as in English, is used to express commands. This form in Latin consists of the stem of the second principal part for the singular, and of the present stem plus –**te** for the plural. This Latin imperative form may be noted in the borrowed imperative *recipe* which we now use as an English word. **Recipiō** means *I take.* As all recipes written in Latin began with the imperative, *Recipe* (*Take* so much of this, and so much of that), we have come to use this first word as a noun, the name for cooking directions.

|  | SINGULAR | PLURAL |
|---|---|---|
| *1st Conjugation* | portā, *carry!* | portāte, *carry!* |
| *2nd Conjugation* | docē, *teach!* | docēte, *teach!* |
| *3rd Conjugation* | eme, *buy!* | emite, *buy!* |
| *4th Conjugation* | venī, *come!* | venīte, *come!* |

**130.**     THE TENTH WORD LIST

Turn to page 187 and memorize carefully the ten nouns of the first declension which comprise the Tenth Word List.

### THE WORK OF POETS

**131.** Poētae Rōmānī pennīs scrībēbant. Grātiam pulchram Nātūrae et eius poenās certās mōnstrāvērunt. Pāginās mūsicā supplēvērunt. In verbīs poētārum figūrās phantasiae vidēmus. Unciās nōn scrībēbant, sed cōpiam verbōrum clārōrum. Sī (*if*) esse poētae dēsīderāmus, necesse est nōbīs habēre animum (*soul*) mūsicae et grātiae plēnum.

*Translate:* 1. Give me the feather. 2. Write the music on the third page of that book. 3. I thank the poets because they have shown me the beauty of Nature.

## CHAPTER FORTY–ONE

### THE PAST DESCRIPTIVE AND FUTURE PASSIVE TENSES OF *PORTŌ* AND *DOCEŌ* ROMAN PUBLIC BATHS

*Bonus vir nēmō est nisi quī bonus est omnibus* — PUBLILIUS.
No one is a good man who is not good to everybody.

**132.** Observe that in the past descriptive and future passive tenses of **portō** and **doceō,** the same passive endings are used as were found in the present passive tense. Repeat them many times: **–r, –ris, –tur, –mur, –minī, –ntur.** Learn these new tenses thoroughly, and conjugate, like them, orally and on paper, the same tenses of **spectō** and **videō.** Notice especially the second singular future forms.

## PAST DESCRIPTIVE PASSIVE TENSE

| | |
|---|---|
| *I was being carried, was carried* | portā′bar |
| *you were being carried, were carried* | portābā′ris |
| *he (she, it) was being carried, was carried* | portābā′tur |
| | |
| *we were being carried, were carried* | portābā′mur |
| *you were being carried, were carried* | portābā′mini |
| *they were being carried, were carried* | portāban′tur |
| | |
| *I was being taught, was taught* | docē′bar |
| *you were being taught, were taught* | docēbā′ris |
| *he (she, it) was being taught, was taught* | docēbā′tur |
| | |
| *we were being taught, were taught* | docēbā′mur |
| *you were being taught, were taught* | docēbā′minī |
| *they were being taught, were taught* | docēban′tur |

## FUTURE PASSIVE TENSE

| | |
|---|---|
| *I shall be carried* | portā′bor |
| *you will be carried* | portā′beris |
| *he (she, it) will be carried* | portā′bitur |
| | |
| *we shall be carried* | portā′bimur |
| *you will be carried* | portābi′minī |
| *they will be carried* | portābun′tur |
| | |
| *I shall be taught* | docē′bor |
| *you will be taught* | docē′beris |
| *he (she, it) will be taught* | docē′bitur |
| | |
| *we shall be taught* | docē′bimur |
| *you will be taught* | docēbi′minī |
| *they will be taught* | docēbun′tur |

**133.**               ELEVENTH WORD LIST

Turn to page 187 and study carefully the ten adjectives, with their meanings, which comprise the Eleventh Word List.

Derivation Exercise: What Latin source have the following English words: *journal, proprietor, secure, rotunda, purity?*

## 134.          ROMAN PUBLIC BATHS

The magnificent public baths, or **thermae,** were a very prominent feature of Roman life in the empire. They played a far more important and more dignified part in the life of the people of all classes than any public baths in the
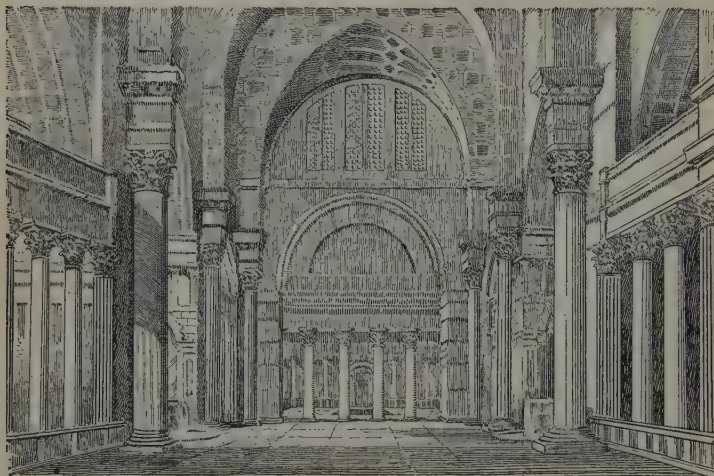


INTERIOR VIEW OF THE BATHS OF CARACALLA (RESTORATION)

cities of this country. Of course there was greater need for them, as plumbing such as we now enjoy in our private homes was a very rare thing in the private houses of the ancient Romans. But in addition to their primary purpose, the Roman baths became also social clubs. Persons of leisure would go there and spend a good part of the day. The **thermae** included magnificent social halls where people of fashion would gather to talk over the affairs of public and private interest. People who had no particular desire to take a bath would go to these places to meet friends. They resembled somewhat, in function, the Y.M.C.A. and other clubs in our American life.

As bathing places they were fully equipped. They had hot, cold, and warm baths in separate rooms. The Baths of Caracalla in Rome could accommodate 1,600 bathers at once. Usually the charge for admission was nominal, and certain days of the week, or certain hours of the day, were set aside for women, so that all parts of the population were able to bathe. The buildings were beautiful with marble pavements, paintings on the walls, sculpture, delightful gardens, and highly ornamented ceilings. Some idea of their size may be gained from the fact that the great central hall of the Pennsylvania Station in New York City is copied from one room of the Baths of Caracalla. There were similar but of course smaller and less magnificent baths in other cities of Italy. One such has been recovered from the ruins of Pompeii.

## CHAPTER FORTY–TWO

### LATIN FOR STAMP COLLECTORS — PUERĪ RŌMĀNĪ

*Fraus est accipere quod nōn possīs reddere* — PUBLILIUS.
It is fraud to accept that which you are unable to repay.

**135.**          LATIN IN THE STAMP ALBUMS

The international character of the Latin language is well seen in the fact that no less than thirty-three stamp-issuing governments have used Latin on their postage stamps. The hobby of stamp-collecting is most educative and at the same time most fascinating. Not only schoolboys but many adults and even kings and queens pursue it with utmost enthusiasm.

Pupils who have stamp collections will be interested in investigating the following list, and in finding the stamps or pictures of them in their stamp albums. Those who have

no stamp collections will enjoy reading the Latin quotations
which so many countries have placed upon their stamps.

The following list is only a partial one.   The numbers
given are those assigned to the stamps in Scott's Catalogue.

| | |
|---|---|
| United States, Nos. 20–27 | *Salūs populī suprēma lēx estō.*  Let the safety of the people be the supreme law. |
| Antigua, Nos. 21–29 and others | *Edwardus VII D. G. Brit. Omn. Rēx. F. D. Ind. Imp.*  Edward VII by grace of God King of Great Britain, Defender of the Faith, Emperor of India. |
| Bahamas, Nos. 65–69 | *Commercia expulsīs pīrātīs restitūta.*  The pirates have been driven away, and commerce restored. |
| Barbados, Nos. 127–139 | *Et penitus tōtō rēgnantēs orbe Britannōs.*  And the Britons rule afar o'er all the globe. |
| Bavaria, Nos. 247–250, 255, 266–270-a | *Patrōna Bavariae.*  Patroness of Bavaria (the Madonna). |
| Belgium, Nos. 241–260 | *Cāritās.*  Charity. |
| British Guiana, Nos. 6–34, 44–102, 107–146 | *Damus petimusque vicissim.*  We give and seek in return. |
| British Honduras, No. 89 | *Sub umbrā floreō.*  I flourish under her shadow (the shadow of Great Britain). |
| Fiji Islands, Nos. 40–44 | *V. R. (Victōria Rēgīna)*  Queen Victoria. |
| Fiume, Nos. 86–99, 134–147 | *Hīc manēbimus optimē.*  We shall best stay here. |
| Grenada, Nos. 68–78 | *Clārior ē tenebrīs.*  Brighter after darkness. |
| Hanover, Nos. 1–6, 8, 11–14 | *Suscipere et fīnīre.*  To undertake and to finish. |
| Hungary, Nos. 342–345, 377–380 | *Patrōna Hungariae.*  Patroness of Hungary. |
| Mauritius, Nos. 95, 97, 120 | *Stella clāvisque maris Indicī.*  The star and the key to the Indian Ocean. |
| New Hebrides, Nos. 17–37 et al. | *G. R. (Georgius Rēx)*  King George. |
| North Borneo, Nos. 6–7, et al. | *Pergō et peragō.*  I go ahead and accomplish. |
| Orange River Colony, Nos. 44–53. | *V. R. I. (Victōria Rēgīna Imperātrīx).*  Victoria Queen and Empress. |

| | |
|---|---|
| Transvaal, Nos. 202–212 et al. | The same inscription. |
| Portugal, Nos. 124–138 | Latin prayer on back of stamp in small letters. |
| Reunion, Nos. 68–71, 87–91 | *Praeter omnēs angulus rīdet.*  This little nook smiles more than all the rest. |
| St. Vincent, Nos. 90–103, 113–115. | *Pāx et Iūstitia.*  Peace and Justice. |
| Shanghai, Nos. 144–157 | *Omnia iūncta in ūnō.*  All united in one. |
| Switzerland, Nos. 41–96, 404–428 | *Helvētia.*  Switzerland. *Prō Iuventūte.*  For the Youth. |

EXERCISE:

Following is a list of still other stamps bearing Latin inscriptions. Members of the class who have stamp collections should investigate the Latin on these stamps and bring samples of them to class for the others to see.  Those who have few of these stamps can bring their books and show the pictures of them.  Italy, Nos. 102, 103, 108, 109, 132, 136–139; Jamaica, Nos. 33–42, 45, 50–52, 60; Newfoundland, Nos. 72, 114; New South Wales, Nos. 1–9; Roumania, Nos. 180–195; San Marino, Nos. 1–25, 67, 68, et al; Serbia, Nos. 79–86.
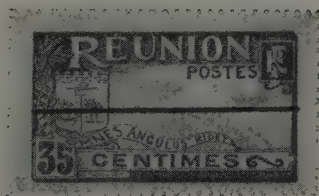


"This little nook smiles more than all the rest."



"Peace and Justice."



"And the Britons rule afar o'er all the globe."

## PUERĪ RŌMĀNĪ PER AQUAM NĀVIGIA GUBERNANT

**136**. Puerī Rōmānī, Pallas et Ascanius, nāvigia parva in rīvō rapidō gubernābant. Ventī (*winds*) vehementer (*strongly*) spīrābant. Vēla (*sails*) alba (*white*) et pūra ventō supplēbantur. Puerī in rīvō ab agricolīs et fēminīs in vīllā spectābantur. Nāvigia puerōrum ex rōbore (*oak*) solidō erant facta. Carīnae (*keels*) nāvigiōrum erant rotundae. Nāvigia carīnārum plānārum nōn rapida sunt.

Suntne puerī sēcūrī rapidō in rīvō? Videntur esse sēcūrī.

Habēsne nāvigium proprium? Habeō et saepe (*often*) nāvigium meum per aquam gubernō.

**137**. *Translate into Latin:* 1. These books will give daily joy to the boys. 2. A large space is not necessary for the books. 3. After a few (**paucās**) hours they will be carried into the farmhouse.


## CHAPTER FORTY–THREE

### THE PERFECT AND PAST PERFECT PASSIVE
### TENSES OF *PORTŌ* AND *DOCEŌ*

*Īrācundiam quī vincit, hostem superat māximum* — PUBLILIUS.
He who conquers anger overcomes his greatest foe.

**138**. If we change the English sentence, *They carried the boy home*, to the passive form, it will read, *The boy was carried home by them*. The passive verb consists of *was*, a form of *to be*, and the past participle, *carried*.

Similarly in Latin, in the perfect and past perfect passive tenses, the verb consists of two parts: the verb **sum** and the perfect participle (the fourth principal part). The sentence **Puerum domum portāvērunt** becomes, in the passive, **Puer domum portātus est.** The verb **sum** is used in a form which agrees with the subject in person and number. The participle also must agree with the subject in gender and number. Therefore we should translate *The boys were*

*carried,* **Puerī portātī sunt;** and *The girl was carried,* **Puella portāta est.**

In these two tenses the passive endings −**r**, −**ris**, −**tur**, etc. are not employed. Learn these tenses for the following model verbs, and then like these conjugate the corresponding tenses of **armō, moveō,** and **videō,** remembering in each instance to use the fourth principal part.

### PERFECT PASSIVE TENSE

| | | |
|---|---|---|
| *I was, have been, carried* | portā′tus, −a, −um | sum |
| *you were, have been, carried* | | es |
| *he (she, it) was, has been, carried* | | est |
| *we were, have been, carried* | portā′tī, −ae, −a | su′mus |
| *you were, have been, carried* | | es′tis |
| *they were, have been, carried* | | sunt |
| *I was, have been, taught* | do′ctus, −a, −um | sum |
| *you were, have been, taught* | | es |
| *he (she, it) was, has been, taught* | | est |
| *we were, have been, taught* | do′ctī, −ae, −a | su′mus |
| *you were, have been, taught* | | es′tis |
| *they were, have been, taught* | | sunt |

### PAST PERFECT PASSIVE TENSE

| | | |
|---|---|---|
| *I had been carried* | portā′tus, −a, −um | e′ram |
| *you had been carried* | | e′rās |
| *he (she, it) had been carried* | | e′rat |
| *we had been carried* | portā′tī, −ae, −a | erā′mus |
| *you had been carried* | | erā′tis |
| *they had been carried* | | e′rant |
| *I had been taught* | do′ctus, −a, −um | e′ram |
| *you had been taught* | | e′rās |
| *he (she, it) had been taught* | | e′rat |
| *we had been taught* | do′ctī, −ae, −a | erā′mus |
| *you had been taught* | | erā′tis |
| *they had been taught* | | e′rant |

**139.**                    TWELFTH WORD LIST

Turn to page 188, and learn carefully with meanings the words of the Twelfth Word List.

**140.** From what Latin verb is **contentus** derived? What, then, is its underlying meaning?

Mention English words in which **bene-** is used as a prefix.

How does **annus** help us in spelling *perennial*, *centennial*, and *biennium?*

From what Latin sources do we derive *vesture*, *response*, *amiable*, and *laudatory?*

## CHAPTER FORTY–FOUR

### CINCINNATUS, THE CITIZEN WARRIOR — A ROMAN LETTER

*Nōn nōvit virtūs calamitātī cēdere* — PUBLILIUS.
Courage does not know how to yield before disaster.

**141.** Cincinnātus erat agricola Rōmānus. In urbe Rōmā nōn habitābat. Sed in agrīs semper labōrābat. Officium et fāmam nōn dēsīderābat; domī erat contentus. Patriam tamen bene amāvit et armōrum perītus erat.

Eō annō Rōma māgnō in perīculō (*danger*) fuit. Lēgātī (*envoys*) ab urbe vīllam Cincinnātī intrāvērunt, et Cincinnātum petīvērunt (*sought*). " Pater in agrīs est," respondērunt ēius puerī. Ibi eum lēgātī vīdērunt. Sine togā in vestimentō rusticō māgnō cum gaudiō in agrīs labōrāverat. Lēgātī perīculum patriae eī mōnstrāvērunt. Ad urbem et ad officium eum vocāvērunt.

Factus est imperātor (*general*) et dictātor. Hostēs (*enemies*) patriae ab eō repulsī sunt. Tum Cincinnātus ad agrōs rūrsus vēnit. Sed semper ab populō Rōmānō amātus et laudātus est.

### 142. MĀRCUS MĀTRĪ SUAE DULCISSIMAE SALŪTEM DĪCIT:[1]

Sī tū valēs, bene est; ego quoque valeō.

Cum avunculō meō cārō (*dear*) in vīllā pulchrā prope rīvum parvum nunc habitō. Est terra pulchra. Avunculī meī vīlla prope rīvum stat. Vīlla ēius est alba et māgna. Ego et Tullia nāvigia habēmus. Ad aquam nāvigia portāmus et per aquam ea gubernāmus.

Tibi et patrī cārō meō amōrem meum mandō.

Valē, māter cārissima. Mē domī mox vidēbis! Valē ac iterum valē!

Data Mantuae, Kalendīs Aprīlibus.

EXERCISE:

Write to some friend a brief letter in Latin about your school.

**143.** From this letter it will be seen that the Romans used no opening address, and no complimentary close such as *sincerely yours*. The date (from **data,** *given*, meaning *written*) stands at the end, together with the place at which the letter (**epistula**) was written. The signature stands as a heading in the nominative, along with the name of the recipient, in the dative, and the expression *sends greeting* (**salūtem dīcit**). It was customary to begin all personal letters with the stock expression used above: *If you are in health, it is well; I am also well.*

For brief letters the Romans used tablets (**tabellae**) of wood or ivory.[2] These were fastened in sets of two by wires. The inner surfaces were hollowed out and the depression filled with wax. A metal tool (**stilus**) was used to mark the wax. One end was pointed for writing, like a pencil. The other was flat, like a paper cutter, and was used to smooth the wax in preparation for writing a reply on the same wax.

For longer letters, papyrus was used. This resembled our

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[1] " Marcus sends greeting to his dearest mother."
[2] Cf. illustrations on pages 149 and 188.

paper, but was rougher and coarser. It was made from the reed called papyrus, found in Egypt, and was written upon with a pen and ink. The pen might be made from a split reed, or might be the quill of a bird's feather. A letter written on papyrus was rolled (**volvō**) and tied with a linen

WHITE PLAINS HIGH SCHOOL MEMORIAL TABLETS [1]

The girl on this memorial tablet is dressed as a Roman maiden, wears the laurel wreath used by the Romans as a symbol of wisdom, and carries the olive branch which among the ancients represented peace.
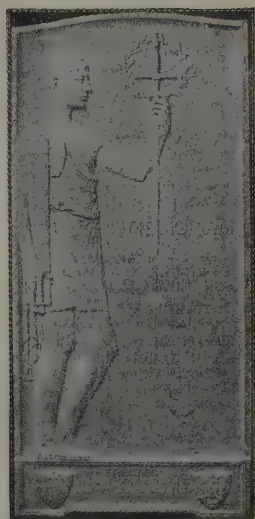
The youth carries the FASCĒS, Roman symbol of authority, in his right hand. It appears today on our ten-cent piece. Italian "Fascism" takes its name from it.

thread (**līnea,** or **līnum**). This was in turn sealed with wax to the edge of the scroll. From **volvere,** *to roll*, is derived the English word *volume*, because a Roman book or volume was in the form of a roll or scroll.

[1] Reproduced by the courtesy and permission of the Superintendent of Schools, White Plains, New York.

# APPENDIX ONE

## WORD LISTS

N. B. (notā bene): The words given in these lists are the Latin sources of some of the commonest words in the English language. They must therefore be studied most intensively by all who would become familiar with the real meanings of many of our most-used English words. The third column gives words which we have taken into English from the Latin word. Sometimes the related English word is the same as the English meaning given in the first column, sometimes it is somewhat different in form or meaning or both.

## FIRST WORD LIST

| English | Latin | Related English Words |
|---|---|---|
| cause, reason | causa, –ae, *feminine* | cause |
| family, retinue, household | familia, –ae, *f.* | family |
| shape, beauty | fōrma, –ae, *f.* | form |
| hour | hōra, –ae, *f.* | hour |
| letter [1] | littera, –ae, *f.* | letter |
| string, line | līnea, –ae, *f.* | line |
| matter, stuff, lumber | māteria, –ae, *f.* | matter |
| money | monēta, –ae, *f.* | money |
| person | persōna, –ae, *f.* | person |
| courtyard, avenue, street | platea, –ea, *f.* | place |

## SECOND WORD LIST

| English | Latin | Related English Words |
|---|---|---|
| beast | bēstia, –ae, *f.* | beast |
| school | scola, –ae, *f.* | school |
| wheel | rota, –ae, *f.* | roll |

[1] **Littera** in the singular means a letter of the alphabet; in the plural it means an epistle, a written communication.

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| bank (of a stream) | rīpa, –ae, f. | arrive *arrive* |
| plant | planta, –ae, f. | plant *plante* |
| pacify, subdue | pācō, pācāre, pācāvī, pācātus | pay |
| doubt, hesitate | dubitō, dubitāre, dubitāvī, dubitātus | doubt |
| guide | gubernō, gubernāre, gubernāvī, gubernātus | govern *gouverne* |
| approve, approve of | probō, probāre, probāvī, probātus | prove *preuve* |
| mention | memorō, memorāre, memorāvī, memorātus | remember |
| fold back, open | replicō, replicāre, replicāvī, replicātus | reply |

## THIRD WORD LIST

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| wait for, await | exspectō, exspectāre, exspectāvī, exspectātus | expect |
| intrust, command | mandō, mandāre, mandāvī, mandātus | command |
| prepare | parō, parāre, parāvī, parātus | prepare |
| equip, arm | armō, armāre, armāvī, armātus | army |
| long for, desire | dēsīderō, dēsīderāre, dēsīderāvī, dēsīderātus | desire *desires* |
| establish, resume | īnstaurō, īnstaurāre, īnstaurāvī, īnstaurātus | store *institut* |
| breathe, exhale | spīrō, spīrāre, spīrāvī, spīrātus | spirit *esprit* |

## FOURTH WORD LIST

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| enemy | inimīcus, –ī, *masculine* | inimical *ennemi* |
| uncle | avunculus, –ī, m. | uncle *oncle* |
| brook, stream | rīvus, –ī, m. | river *rivière* |
| circle, race-course | circus, –ī, m. | circle *cercle* |
| ocean | ōceanus, –ī, m. | ocean *océan* |
| limb (of the body) | membrum, –ī, *neuter* | member |

| English | Latin | Related English Words |
|---------|-------|----------------------|
| price | pretium, –ī, *n.* | price, appreciate, precious |
| duty, task | officium, –ī, *n.* | office |
| space | spatium, –ī, *n.* | space |
| joy | gaudium, –ī, *n.* | joy |

## FIFTH WORD LIST

| English | Latin | Related English Words |
|---------|-------|----------------------|
| certain, sure | certus, –a, –um | certain *certain* |
| famous | clārus, –a, –um, | clear *clair* |
| right, just | iūstus, –a, –um | just *juste* |
| equal, level, fair | aequus, –a, –um | equal *égal* |
| long | longus, –a, –um | long *longue* |
| poor | pauper, paupera, pauperum | poor *pauv* |
| whole, untouched | integer, integra, integrum | entire *entier* |
| abundant, liberal | largus, –a, –um | large *la* |
| safe | salvus, –a, –um | safe, save *sa* |
| strong | fīrmus, –a, –um | firm |

## SIXTH WORD LIST

| English | Latin | Related English Words |
|---------|-------|----------------------|
| have, hold | habeō, habēre, habuī, habitus | have |
| see | videō, vidēre, vīdī, vīsus | visit, view *vec* |
| show, teach | doceō, docēre, docuī, doctus | doctor *d* |
| move | moveō, movēre, mōvī, mōtus | move, motion *mouvem* |
| fill up, complete, supply | suppleō, supplēre, supplēvī, supplētus | supply, complete |
| smile, laugh | rīdeō, rīdēre, rīsī, rīsūrus | ridicule *ridi* |
| remain | maneō, manēre, mānsī, mansūrus | remain, mansion *mais* |

## SEVENTH WORD LIST

| English | Latin | Related English Words |
|---------|-------|----------------------|
| appear | appāreō, appārēre, appāruī, appāritūrus | appear |
| hold | teneō, tenēre, tenuī, ——— | tenable, tenacious *teni* |

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| hold together, shut in, check | contineō, continēre, continuī, contentus | contain, continue |
| be favorable to | faveō, favēre, fāvī, fautūrus (*used with dative*) | favor |
| be eager for | studeō, studēre, studuī, —— (*used with dative*) | study |
| be strong, be able, farewell | valeō, valēre, valuī, valitūrus | value |
| number | numerus, −ī, *m.* | number |
| people | populus, −ī, *m.* | people |
| papyrus, paper | papyrus, −ī, *m.* | paper |
| board, writing-tablet, map | tabula, -ae, *f.* | tablet |

## EIGHTH WORD LIST

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| sound | sonus, −ī, *m.* | sound |
| shoulder | armus, −ī, *m.* | arm |
| point, period, moment | punctum, −ī, *n.* | point |
| grain, seed | grānum, −ī, *n.* | grain |
| center | centrum, −ī, *n.* | center |
| rib, side | costa, −ae, *f.* | coast |
| crown, wreath | corōna, −ae, *f.* | crown |
| history, story | historia, −ae, *f.* | history, story |
| report, reputation | fāma, −ae, *f.* | famous |
| my, mine | meus, mea, meum | |
| our, ours | noster, nostra, nostrum | nostrum |

## NINTH WORD LIST

| THE CARDINAL NUMERALS | | THE ORDINAL NUMERALS | |
|---|---|---|---|
| one | ūnus, −a, −um | first | prīmus, −a, −um |
| two | duo, duae, duo | second | secundus, −a, −um |
| three | trēs, tria | third | tertius, −a, −um |
| four | quattuor | fourth | quārtus, −a, −um |
| five | quīnque | fifth | quīntus, −a, −um |
| six | sex | sixth | sextus, −a, −um |
| seven | septem | seventh | septimus, −a, −um |

| THE CARDINAL NUMERALS | | THE ORDINAL NUMERALS | |
|---|---|---|---|
| eight | octō | eighth | octāvus, −a, −um |
| nine | novem | ninth | nōnus,[1] −a, −um |
| ten | decem | tenth | decimus, −a, −um |
| one hundred | centum (*indeclinable in singular*) | | |
| thousand | mīlle (*plural*, mīlia) | | |

NOTE. — The cardinal numerals from **quattuor** to **decem** inclusive are indeclinable.

## TENTH WORD LIST

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| fancy | phantasia, −ae, *f.* | fancy |
| figure, shape | figūra, −ae, *f.* | figure |
| twelfth part, trifle | uncia, −ae, *f.* | inch, ounce |
| nature | nātūra, −ae, *f.* | natural, nature |
| penalty, punishment | poena, −ae, *f.* | pain |
| supply | cōpia, −ae, *f.* | copious |
| favor, beauty | grātia,[2] −ae, *f.* | grace |
| music | mūsica, −ae, *f.* | music |
| page | pāgina, −ae, *f.* | page |
| feather | penna, −ae, *f.* | pen |

## ELEVENTH WORD LIST

| ENGLISH | LATIN | RELATED ENGLISH WORDS |
|---|---|---|
| daily | diurnus, −a, −um | journey |
| round | rotundus, −a, −um | round |
| whole, solid | solidus, −a, −um | soldier |
| level | plānus, −a, −um | plain, plan |
| clean | pūrus, −a, −um | pure |
| swift | rapidus, −a, −um | rapid |
| safe | sēcūrus, −a, −um | sure |
| public | pūblicus, −a, −um | public |
| necessary | necessārius, −a, −um | necessary |
| own, appropriate | proprius, −a, −um | proper |

[1] From **nōna hōra** is derived English *noon*. An early Christian church service held at three o'clock was called *The Nones* from **nōna hōra**. This service was later held at twelve o'clock, and the name gave rise to our modern word *noon*.

[2] Idiom: *I thank you*. **Tibi grātiās agō.**

## TWELFTH WORD LIST

| English | Latin | Related English Words |
|---------|-------|----------------------|
| contented | contentus, −a, −um | content |
| well | bene | benefit |
| nevertheless | tamen | |
| again | rūrsus | |
| year | annus, −ī, *m.* | annual |
| skillful | perītus, −a, −um | expert |
| clothing | vestimentum, −ī, *n.* | vestment |
| love | amō, amāre, amāvī, amātus | amatory |
| praise | laudō, laudāre, laudāvī, laudātus | laud |
| answer | respondeō, respondēre, respondī, respōnsus | respond |



YOUTH READING A PAPYRUS ROLL

It was on fragile rolls of papyrus such as are seen here that some of the greatest literary works of antiquity were preserved for ages. Some biblical manuscripts are on papyrus. In about the third century A.D. a more durable material (vellum or parchment) came into common use.

# APPENDIX TWO

## SUMMARY OF INFLECTIONS

## FIRST DECLENSION NOUN

|      | Singular | Plural    |
|------|----------|-----------|
| Nom. | īnsula   | īnsulae   |
| Gen. | īnsulae  | īnsulārum |
| Dat. | īnsulae  | īnsulīs   |
| Acc. | īnsulam  | īnsulās   |
| Abl. | īnsulā   | īnsulīs   |

## SECOND DECLENSION NOUNS

### Masculine      Masculine

|      | Singular | Plural    | Singular | Plural   |
|------|----------|-----------|----------|----------|
| Nom. | amīcus   | amīcī     | puer     | puerī    |
| Gen. | amīcī    | amīcōrum  | puerī    | puerōrum |
| Dat. | amīcō    | amīcīs    | puerō    | puerīs   |
| Acc. | amīcum   | amīcōs    | puerum   | puerōs   |
| Abl. | amīcō    | amīcīs    | puerō    | puerīs   |

### Masculine      Neuter

|      | Singular  | Plural      | Singular | Plural    |
|------|-----------|-------------|----------|-----------|
| Nom. | magister  | magistrī    | sīgnum   | sīgna     |
| Gen. | magistrī  | magistrōrum | sīgnī    | sīgnōrum  |
| Dat. | magistrō  | magistrīs   | sīgnō    | sīgnīs    |
| Acc. | magistrum | magistrōs   | sīgnum   | sīgna     |
| Abl. | magistrō  | magistrīs   | sīgnō    | sīgnīs    |

## ADJECTIVES

### SINGULAR

|  | MASCULINE | FEMININE | NEUTER |
|------|-----------|----------|--------|
| *Nom.* | māgnus | māgna | māgnum |
| *Gen.* | māgnī | māgnae | māgnī |
| *Dat.* | māgnō | māgnae | māgnō |
| *Acc.* | māgnum | māgnam | māgnum |
| *Abl.* | māgnō | māgnā | māgnō |

### PLURAL

|  | | | |
|------|-----------|----------|--------|
| *Nom.* | māgnī | māgnae | māgna |
| *Gen.* | māgnōrum | māgnārum | māgnōrum |
| *Dat.* | māgnīs | māgnīs | māgnīs |
| *Acc.* | māgnōs | māgnās | māgna |
| *Abl.* | māgnīs | māgnīs | māgnīs |

### SINGULAR

|  | MASCULINE | FEMININE | NEUTER |
|------|-----------|----------|--------|
| *Nom.* | pulcher | pulchra | pulchrum |
| *Gen.* | pulchrī | pulchrae | pulchrī |
| *Dat.* | pulchrō | pulchrae | pulchrō |
| *Acc.* | pulchrum | pulchram | pulchrum |
| *Abl.* | pulchrō | pulchrā | pulchrō |

### PLURAL

|  | | | |
|------|-----------|----------|--------|
| *Nom.* | pulchrī | pulchrae | pulchra |
| *Gen.* | pulchrōrum | pulchrārum | pulchrōrum |
| *Dat.* | pulchrīs | pulchrīs | pulchrīs |
| *Acc.* | pulchrōs | pulchrās | pulchra |
| *Abl.* | pulchrīs | pulchrīs | pulchrīs |

## THE DEMONSTRATIVE ADJECTIVE *IS*

| | SINGULAR | | | PLURAL | | |
|------|------|------|-------|------|------|------|
| | MASC. | FEM. | NEUT. | MASC. | FEM. | NEUT. |
| *Nom.* | is | e′a | id | e′ī (i′ī) | e′ae | e′a |
| *Gen.* | ē′ius | ē′ius | ē′ius | eō′rum | eā′rum | eō′rum |
| *Dat.* | e′ī | ę′ī | e′ī | e′īs (i′īs) | e′īs (i′īs) | e′īs (i′īs) |
| *Acc.* | e′um | e′am | id | e′ōs | e′ās | e′a |
| *Abl.* | e′ō | e′ā | e′ō | e′īs (i′īs) | e′īs (i′īs) | e′īs (i′īs) |

# THE INTERROGATIVE PRONOUN

|  | SINGULAR | | PLURAL | | |
| --- | --- | --- | --- | --- | --- |
|  | MASC. AND FEM. | NEUTER | MASC. | FEM. | NEUT. |
| *Nom.* | quis | quid | quī | quae | quae |
| *Gen.* | cuius | cuius | quōrum | quārum | quōrum |
| *Dat.* | cui | cui | quibus | quibus | quibus |
| *Acc.* | quem | quid | quōs | quās | quae |
| *Abl.* | quō | quō | quibus | quibus | quibus |

# PERSONAL PRONOUNS

|  | SINGULAR | PLURAL | SINGULAR | PLURAL |
| --- | --- | --- | --- | --- |
| *Nom.* | ego | nōs | tū | vōs |
| *Gen.* | meī | nostrum, nostrī | tuī | vestrum, vestrī |
| *Dat.* | mihi | nōbīs | tibi | vōbīs |
| *Acc.* | mē | nōs | tē | vōs |
| *Abl.* | mē | nōbīs | tē | vōbīs |

# VERBS

## THE FIRST CONJUGATION — *Portāre*

| PRESENT | | PAST DESCRIPTIVE | |
| --- | --- | --- | --- |
| *Active* | *Passive* | *Active* | *Passive* |
| portō | portor | portābam | portābar |
| portās | portāris | portābās | portābāris |
| portat | portātur | portābat | portābātur |
| portāmus | portāmur | portābāmus | portābāmur |
| portātis | portāminī | portābātis | portābāminī |
| portant | portantur | portābant | portābantur |

### FUTURE

| *Active* | *Passive* |
| --- | --- |
| portābō | portābor |
| portābis | portāberis |
| portābit | portābitur |
| portābimus | portābimur |
| portābitis | portābiminī |
| portābunt | portābuntur |

## PERFECT

| *Active* | *Passive* | |
|---|---|---|
| portāvī | portātus, −a, −um | sum |
| portāvistī | | es |
| portāvit | | est |
| | | |
| portāvimus | portātī, −ae, −a | sumus |
| portāvistis | | estis |
| portāvērunt | | sunt |

## PAST PERFECT

| | | |
|---|---|---|
| portāveram | portātus, −a, −um | eram |
| portāverās | | erās |
| portāverat | | erat |
| | | |
| portāverāmus | portātī, −ae, −a | erāmus |
| portāverātis | | erātis |
| portāverant | | erant |

## SECOND CONJUGATION — *Docēre*

### PRESENT / PAST DESCRIPTIVE

| PRESENT | | PAST DESCRIPTIVE | |
|---|---|---|---|
| *Active* | *Passive* | *Active* | *Passive* |
| doceō | doceor | docēbam | docēbar |
| docēs | docēris | docēbās | docēbāris |
| docet | docētur | docēbat | docēbātur |
| | | | |
| docēmus | docēmur | docēbāmus | docēbāmur |
| docētis | docēminī | docēbātis | docēbāminī |
| docent | docentur | docēbant | docēbantur |

### FUTURE

| *Active* | *Passive* |
|---|---|
| docēbō | docēbor |
| docēbis | docēberis |
| docēbit | docēbitur |
| | |
| docēbimus | docēbimur |
| docēbitis | docēbiminī |
| docēbunt | docēbuntur |

PERFECT

| *Actiue* | *Passive* | |
|---|---|---|
| docuī | doctus, −a, −um | sum |
| docuistī | | es |
| docuit | | est |
| docuimus | doctī, −ae, −a | sumus |
| docuistis | | estis |
| docuērunt | | sunt |

PAST PERFECT

| docueram | doctus, −a, −um | eram |
|---|---|---|
| docuerās | | erās |
| docuerat | | erat |
| docuerāmus | doctī, −ae, −a | erāmus |
| docuerātis | | erātis |
| docuerant | | erant |

## THE IRREGULAR VERB — *Sum*

### PRESENT

| sum | sumus |
|---|---|
| es | estis |
| est | sunt |

### PAST DESCRIPTIVE

| eram | erāmus |
|---|---|
| erās | erātis |
| erat | erant |

### FUTURE

| erō | erimus |
|---|---|
| eris | eritis |
| erit | erunt |

| PERFECT | | PAST PERFECT | |
|---|---|---|---|
| fuī | fuimus | fueram | fuerāmus |
| fuistī | fuistis | fuerās | fuerāmus |
| fuit | fuērunt | fuerat | fuerant |

# APPENDIX III

## GENERAL LATIN–ENGLISH VOCABULARY

ā, ab (*prep. with ablative*), from, away from, by

abdūcō, abdūcere, abdūxī, abductus, lead away, remove

accipiō, accipere, accēpī, acceptus, receive, accept

accūsātiō, –ōnis, *f.*, accusation

āctum, –ī, *n.*, act, action, deed

ad (*prep. w. accusative*), to, towards, near

addō, addere, addidī, additus, place upon, add to

adiungō, adiungere, adiūnxī, adiūnctus, join to, join, attach

adiūtrīx, adiūtrīcis, *f.*, helper, assistant

adsum, adesse, adfuī, adfutūrus, be near, be present

aequālis, –e, *adj.*, equal, like

aequus, –a, –um, *adj.*, level, equal, fair, just

aetās, aetātis, *f.*, age

afflātus, –ūs, *m.*, breathing upon, inspiration

afflīgō, afflīgere, afflīxī, afflīctus, strike at, overthrow, ruin, cast down

Āfrica, –ae, *f.*, Africa

ager, agrī, *m.*, field

aggredior, aggredī, aggressus, advance to, attack

aggregō, –āre, –āvī, –ātus, bring together, collect

agricola, –ae, *m.*, farmer

albus, –a, –um, *adj.*, white

alga, –ae, *f.*, a water plant, slime, alga

aliās, *adv.*, at other times

alibī, *adv.*, elsewhere

aliēnus, –a, –um, *adj.*, belonging to another, foreign, unsuitable

alius, –a, –um, *adj.*, another

almus, –a, –um, *adj.*, kind, bountiful

alter, altera, alterum, the other (of two)

altus, –a, –um, *adj.*, high, deep

alumna, –ae, *f.*, foster-daughter, pupil, graduate

alumnus, –ī, *m.*, foster-son, pupil, graduate

amābilis, –e, *adj.*, lovely, amiable

amāns, amāntis, *adj.*, fond, loving; amāns patriae, patriotic

ambulō, –āre, –āvī, –ātus, walk

America, –ae, *f.*, America

Americānus, –a, –um, *adj.*, American

amīcitia, –ae, *f.*, friendship

amīcus, –ī, *m.*, friend

amīcus, –a, –um, *adj.*, friendly

āmittō, āmittere, āmīsī, āmissus, part with, let go, lose

amō, –āre, –āvī, –ātus, love

amoeba, –ae, *f.*, amoeba (*a microscopic organism*)

amor, amōris, *m.*, love

amplus, –a, –um, *adj.*, large, great, spacious, noble

**angulus, -ī,** *m.,* angle, corner, nook

**angustus, -a, -um,** *adj.,* narrow

**animus, -ī,** *m.,* soul, mind, spirit, enthusiasm

**annus, -ī,** *m.,* year

**ante,** (*prep. w. accusative*) before, in front of; *also as adverb*

**antemna, -ae,** *f.,* a ship's yard

**antepōnō, -pōnere, -posuī, -positus,** place before, prefer

**aperiō, aperīre, aperuī, apertus,** uncover, open, reveal

**appāreō, apparēre, apparuī, apparitūrus,** appear, be evident, be clear

**Aprīlis, Aprīlis,** *adj.,* of April; *also as noun,* April

**apud** (*prep. w. accusative*), before, among, at the home of

**aqua, -ae,** *f.,* water

**aquārium, -ī,** *n.,* a watering place

**arbiter, arbitrī,** *m.,* witness, umpire, mediator, judge

**ārea, -ae,** *f.,* an open space

**arēna, -ae,** *f.,* sand, shore, amphitheatre

**arma, -ōrum,** *n.,* arms, weapons

**armō, -āre, -āvī, -ātus,** arm, equip, furnish

**armus, -ī,** *m.,* shoulder, side

**asper, aspera, asperum,** *adj.,* adverse, rough, hard

**astrum, -ī,** *n.,* star

**asylum, -ī,** *n.,* place of refuge, sanctuary, asylum

**Atlās, Atlantis,** *m.,* Atlas, an African king; Mount Atlas

**atque** (*also written* **ac**), *conj.,* and, and also; as, than

**audeō, audēre, ausus,** (*semi-deponent*), dare

**audiō, audīre, audīvī, audītus,** hear, listen to

**audītōrium, -ī,** *n.,* a lecture-room

**auferō, auferre, abstulī, ablātus,** carry away, steal

**auris, auris,** *f.,* ear

**aurōra, -ae,** *f.,* daybreak, Aurora, goddess of the dawn, the east

**aurum, -ī,** *n.,* gold

**autem,** *conj.,* however, moreover

**avārus, -a, -um,** *adj.,* greedy

**avārus, -ī,** *m.,* a miser

**avē, avēte** (*imperative*), hail, farewell, be happy, (*used in salutation*)

**Avernus, -a, -um,** *adj.,* pertaining to the lower world; *used also as noun,* the world below

**āvertō, āvertere, āvertī, āversus,** turn away

**avunculus, -ī,** *m.,* uncle, a mother's brother

## B

**Bacchus, -ī,** *m.,* Bacchus, god of wine

**bacillus, -ī,** *m.,* a wand

**beātus, -a, -um,** *adj.,* happy, fortunate

**bellum, -ī,** *n.,* war

**bene** (*comp.,* **melius;** *sup.,* **optimē**), *adv.,* well

**benīgnus, -a, -um,** *adj.,* kind

**bēstia, -ae,** *f.,* beast, animal

**bonus, -a, -um,** *adj.,* (*comp.,* **melior;** *sup.,* **optimus**), good

## C

**calamitās, calamitātis,** *f.,* loss, misfortune, disaster

**calculus, -ī,** *m.,* pebble; (*used in voting*), a ballot

**calvus, −a, −um,** *adj.*, bald

**camera, −ae,** *f.*, vault, arch, room

**campus, −ī,** *m.*, field

**cancer, cancrī,** *m.*, crab, cancer

**candidus, −a, −um,** *adj.*, shining, white, pure, sincere

**canis, canis,** *m. and f.*, dog

**capiō, capere, cēpī, captus,** take, capture, undertake

**caput, capitis,** *n.*, head

**carcer, carceris,** *m.*, prison, jail

**careō, carēre, caruī, caritūrus,** be without, lack, want

**carīna, −ae,** *f.*, keel, boat, ship

**cāritās, cāritātis,** *f.*, dearness, costliness, affection

**carmen, carminis,** *n.*, song, poem, verse, prophecy

**Cārolus, −ī,** *m.*, Charles

**carpō, carpere, carpsī, carptus,** pick, pluck, enjoy, make use of

**cārus, −a, −um,** *adj.*, dear, precious, costly

**castra, castrōrum** (*plu. only*) *n.*, camp

**causa, −ae,** *f.*, cause, reason, pretext, case (at law)

**cēdō, cēdere, cessī, cessūrus,** yield, go, withdraw, concede to

**celer, celeris, celere,** *adj.*, swift, quick

**cēnsus, cēnsūs,** *m.*, registration, census, enumeration

**centrum, −ī,** *n.*, center

**centum,** *indecl.*, a hundred

**cēra, −ae,** *f.*, wax

**cernō, cernere, crēvī, crētus,** see, discern, perceive, understand, decide, decree, resolve

**certē,** *adv.*, certainly, surely

**certus, −a, −um,** *adj.*, certain, sure, settled, determined

**cholera, −ae,** *f.*, the jaundice

**chorus, −ī,** *m.*, dance, troop of dancers, choir

**circumdō, −dare, −dedī, −datus,** place around, surround

**circus, −ī,** *m.*, circle, enclosure for athletic games, race-course

**cīvitās, cīvitātis,** *f.*, citizenship, state

**clārus, −a, −um,** *adj.*, clear, bright, famous, illustrious

**claudō, claudere, clausī, clausus,** shut, shut up, close, inclose

**claudus, −a, −um,** *adj.*, lame, crippled

**clāvis, clāvis,** *f.*, key, bolt

**clēmēns, clēmentis,** *adj.*, mild, gentle, kind, merciful

**coepī, coepisse, coeptus,** begin (*defective v., perfect stem only*)

**cōgnōscō, −nōscere, −nōvī, −nitus,** learn, understand, recognize

**cōgō, cōgere, coēgī, coāctus,** drive together, collect, force, compel

**collēgium, −ī,** *n.*, board, college, corporation, society

**comes, comitis,** *m. and f.*, comrade, companion, associate

**commercium, −ī,** *n.*, trade, commerce, correspondence

**commodus, −a, −um,** *adj.*, suitable, fit, favorable, agreeable

**compellō, −pellere, −pulī, −pulsus,** drive together, collect, force, incite, compel

**compleō, −plēre, −plēvī, −plētus,** fill, crowd, complete

**condemnō, −āre, −āvī, −ātus,** convict, condemn

**condō, condere, condidī, conditus,** establish, build, found, conceal

**cōnferō, –ferre, –tulī, –lātus,** bring together, contrast, carry, devote, confer

**cōnficiō, –ficere, –fēcī, –fectus,** accomplish, complete, bring about, provide, spend, exhaust

**cōnfirmō, –āre, –āvī, –ātus,** establish, strengthen, encourage, assert, state

**cōnsentiō, –sentīre, –sēnsī, –sēnsus,** agree, conspire

**cōnstāns, cōnstantis,** *adj.*, unchangeable, steady, faithful

**cōnstantia, –ae,** *f.*, firmness, steadfastness, constancy

**contemnō, –temnere, –tempsī, –temptus,** despise, defy, slight

**contentus, –a, –um,** *adj.*, content, satisfied, pleased

**contineō, –tinēre, –tinuī, –tentus,** hold together, surround, retain, repress, keep

**contrā** (*prep. w. acc.*), also *adv.*, opposite, in front of, against

**conveniō, –venīre, –vēnī, –ventus,** come together, meet; *impersonally*, it is agreed, suitable, appropriate

**cōpia, –ae,** *f.*, abundance, supply, *plu.*, troops, forces

**cor, cordis,** *n.*, heart

**Cornēlia, –ae,** *f.*, Cornelia

**cornūcōpia, –ae,** *f.*, horn of plenty, emblem of abundance

**corōlla, –ae,** *f.*, little crown, garland

**corōna, –ae,** *f.*, garland, crown, circle of people, audience

**corpus, corporis,** *n.*, body

**corrigō, –rigere, –rēxī, –rēctus,** make straight, improve, correct, reform

**costa, –ae,** *f.*, rib, side

**crās,** *adv.*, tomorrow

**crēdō, crēdere, crēdidī, crēditus,** trust, believe, suppose

**crēscō, crēscere, crēvī, crētus,** spring from, rise, grow, increase

**crux, crucis,** *f.*, cross, torture

**culīna, –ae,** *f.*, kitchen

**cultor, cultōris,** *m.*, cultivator, inhabitant, farmer, worshiper

**cum,** (*prep. w. abl.*), with, together with

**cum,** *conj.*, when, while, since, because, although

**cūriōsus, –a, –um,** *adj.*, careful, attentive, curious, inquisitive

**cūrō, –āre, –āvī, –ātus,** care for, attend to, govern, cure

**curriculum, –ī,** *n.*, chariot, racetrack, course

**currō, currere, cucurrī, cursus,** run

## D

**dē** (*prep. w. abl.*), down, down from, from, out of, for, on account of, concerning

**dēbeō, dēbēre, dēbuī, dēbitus,** owe, ought, must, should

**decem** (*indecl. numeral*), ten

**decimus, –a, –um,** *adj.*, tenth

**decōrus, –a, –um,** *adj.*, becoming, suitable, proper, beautiful, fine

**dēdūcō, –dūcere, –dūxī, –ductus,** lead away, remove, lead, induce

**dēfēnsiō, dēfēnsiōnis,** *f.*, defense

**dēfēnsor, dēfēnsōris,** *m.*, defender, protector

**dēficiō, –ficere, –fēcī, –fectus,** desert, revolt, fail, be lacking, be exhausted

dēlīrium, -ī, n., madness, delirium

dēmentia, -ae, f., insanity, madness

dēsīderō, -āre, -āvī, -ātus, long for, desire, ask, demand, miss, want, lack

dēsum, -esse, -fuī, -futūrus, be absent, be wanting, be missing, fail

deus, -ī, m., a god, deity, God

dictātor, dictātōris, m., dictator, absolute ruler

diēs, diēī, m., (occasionally f.), day, period of time, interval

differō, -ferre, distulī, dīlātus, carry apart, defer, postpone, report, differ, be different

dīligentia, -ae, f., care, earnestness, diligence, faithfulness

dīmidium, -ī, n., the half

discipulus, -ī, m., learner, follower, pupil

discus, -ī, m., a quoit

disiungō, -iungere, -iūnxī, -iūnctus, unyoke, disunite, separate

diū, adv., (comp., diūtius; sup., diūtissimē), all day, long, a long time

diurnus, -a, -um, adj., of the day, daily, by day

dīvidō, dīvidere, dīvīsī, dīvīsus, divide, distribute, scatter

dīvīnitās, dīvīnitātis, f., divinity, divine quality, excellence

dīvīnus, -a, -um, adj., divine, sacred, inspired, excellent

dīvitiae, -ārum, plu., riches, wealth

dō, dare, dedī, datus, give, yield, grant, hand over

doceō, docēre, docuī, doctus, teach, show

doctor, doctōris, m., teacher

dominus, -ī, m., master, lord, ruler

domus, domūs (or domī), f., home, house; locative, domī, at home

dorsum, -ī, n., the back, ridge

dubitō, -āre, -āvī, -ātus, doubt, waver, hesitate, delay

dūcō, dūcere, dūxī, ductus, lead, bring, deduce, consider

dulcis, -e, adj., sweet, agreeable, dear, pleasant

duo, duae, duo, (numeral), two

duodecim, (indecl. num.), twelve

# E

ē, ex (prep. w. abl.), out, out from, out of

ēdūcō, ēdūcere, ēdūxī, ēductus, lead out, take away

efficiō, efficere, effēcī, effectus, bring about, finish, accomplish

ego (gen. meī; dat. mihī; acc. and abl. mē; plu. nom. nōs, etc.) pers. pronoun, I

emō, emere, ēmī, ēmptus, buy, procure, obtain

enim, conj., for, because, in fact

eō, īre, īvī (iī), itūrus, go, walk, ride, sail, fly, move

epistula, -ae, f., epistle, letter

eram, erō, etc., see sum

ēruptiō, ēruptiōnis, f., a breaking forth, sally, eruption

es, est, etc., see sum

et, conj., (also adv., even) and, and also; et . . . et, both . . . and

etiam, adv., yet, still, and also, even

ēvolō, -āre, -āvī, -ātus, fly out, fly away, rush forth, escape

ex, *see* ē

excelsus, −a, −um, *adj.*, elevated, lofty, noble

exclūdō, −clūdere, −clūsī, −clūsus, shut off, cut off, exclude, hinder, remove, prevent

exemplum, −ī, *n.*, sample, image, pattern, example

exeō, −īre, exiī, exitūrus, go forth, depart, escape

exercitus, exercitūs, *m.*, army

exitus, exitūs, *m.*, a going out, departure, end, close

expellō, −pellere, −pulī, −pulsus, drive out, expel

explicō, −ārē −āvī, −ātus, unfold, loosen, display, set forth

exspectō, −āre, −āvī, −ātus, look out for, await, wait for, expect

extrēmus, −a, −um, *adj.*, farthest, last, utmost, extreme

## F

faber, fabrī, *m.*, workman, forger, smith, artisan

faciēs, faciēī, *f.*, appearance, form, face, aspect

facilis, −e, *adj.*, easy

faciō, facere, fēcī, factus, make, do

factum, −ī, *n.*, deed, act

fācundus, −a, −um, *adj.*, fluent, eloquent

fāma, −ae, *f.*, report, rumor, reputation

familia, −ae, *f.*, household establishment, slaves, estate, family

familiāris, −e, *adj.*, of a household, domestic, private; *as noun*, intimate friend

fascis, fascis, *m.*, bundle (*the rods and axe carried before an official as emblem of authority*)

fātum, −ī, *n.*, oracle, prediction, fate, death, ruin

faveō, favēre, fāvī, fautūrus, be favorable, favor, protect, indulge

februa, −ōrum, *n.*, a ceremony of purification occurring in February

fēlīx, fēlīcis, *adj.*, fruitful, favorable, fortunate, lucky, happy

fēmina, −ae, *f.*, woman

ferō, ferre, tulī, lātus, bear, carry, endure

fēstīnō, −āre, −āvī, −ātus, hasten, hurry

fidēlis, −e, *adj.*, trustworthy, faithful, true, sure, safe

fidēlitās, fidēlitātis, *f.*, faithfulness

fidēs, fideī, *f.*, trust, faith, belief, honesty, good faith

fīgō, fīgere, fīxī, fīxus, fix, fasten, affix, erect, set up

figūra, −ae, *f.*, form, figure, beauty

fīlia, −ae, *f.*, daughter (*dat.*, fīliābus)

fīlius, −ī, *m.*, son

fīniō, fīnīre, fīnīvī, fīnītus, limit, bound, check, fix, finish

fīnis, fīnis, *m.*, end, boundary; *plu.*, territory, lands

fīō, fierī, factus sum (*used as passive of* faciō), be made, be done, become, happen

fīrmē, *adv.*, firmly, steadily

fīrmō, −āre, −āvī, −ātus, strengthen, fortify, establish, encourage

fīrmus, −a, −um, *adj.*, strong, firm, steadfast

fiscus, −ī, *m.*, a basket (*in which*

*public money was transported*); purse, treasury

**Flāvius,** –ī, *m.*, Flavius

**flōreō, flōrēre, flōruī, ——,** bloom, blossom, flourish

**flōs, flōris,** *m.*, blossom, flower

**fluō, fluere, fluxī, fluxus,** flow, pass away, vanish

**focus,** –ī, *m.*, fireplace, hearth, home

**fōrma,** –ae, *f.*, figure, shape, beauty

**fōrmōsus,** –a, –um, *adj.*, beautiful

**fōrmula,** –ae, *f.*, form, rule, method

**fortis,** –e, *adj.*, strong, brave

**fortiter,** *adv.*, strongly, bravely

**fortitūdō, fortitūdinis,** *f.*, firmness, bravery

**fortūna,** –ae, *f.*, fortune, chance, misfortune, good fortune

**forum,** –ī, *n.*, market place, public square

**frangō, frangere, frēgī, frāctus,** break, weaken, crush

**frāter, frātris,** *m.*, brother

**fraus, fraudis,** *f.*, deceit, fraud, delusion, harm, crime

**fueram, fuī,** etc., *see* **sum**

**fugiō, fugere, fūgī, fugitūrus,** flee, escape

**fundō, fundere, fūdī, fūsus,** pour, pour out, scatter, spread, defeat

**fungus,** –ī, *m.*, a mushroom, fungus

## G

**Galba,** –ae, *m.*, Galba (*man's name*)

**Gallia,** –ae, *f.*, Gaul, France

**gaduium,** –ī, *n.*, joy, delight

**genius,** –ī, *m.*, genius

**genus, generis,** *n.*, race, family, sort, kind, rank, class

**Germānia,** –ae, *f.*, Germany

**Germānicus,** –a, –um, *adj.*, German

**gerō, gerere, gessī, gestus,** carry on, manage, accomplish, carry, bring, wage (war).

**glōria,** –ae, *f.*, glory, fame, honor

**Graecia,** –ae, *f.*, Greece

**grammaticus,** –a, –um, *adj.*, grammatic, (*neuter, as noun,* grammar)

**grānum,** –ī, *n.* seed, grain, corn

**grātia,** –ae, *f.*, favor, influence, charm, beauty, grace; thanks

**grātiā,** (*abl. used after genitive*) on account of, for the sake of

**gravis,** –e, *adj.*, heavy, grave, serious, grievous, severe

**gubernō,** –āre, –āvī, –ātus, steer, pilot, guide, direct, govern, control

**gutta,** –ae, *f.*, drop

**gymnasium,** –ī, *n.*, gymnasium, a Grecian school

## H

**habeō, habēre, habuī, habitus,** have, hold, keep, regard, consider

**habitō,** –āre, –āvī, –ātus, dwell, reside, live

**haereō, haerēre, haesī, haesūrus,** stick, cling, hold fast

**Hēbē, Hēbēs,** *f.*, *goddess of youth, cup-bearer to the gods; daughter of Juno*

**Helvētia,** –ae, *f.*, Switzerland

**hīc,** *adv.*, here

hic, haec, hoc, (*demons. pronoun*) this, the latter; he, she, it

Hispānia, –ae, *f.*, Spain

historia, –ae, *f.*, history, account, report

hodiē, *adv.*, today

homō, hominis, *m. or f.*, human being, man, person

hōra, –ae, *f.*, hour

hortor, hortārī, hortātus, urge, encourage, exhort

hortus, –ī, *m.*, garden

hostis, hostis, *m.* enemy, foe, public enemy

hūmānus, –a, –um, *adj.*, human, humane, gentle, cultured, refined, learned

## I

iaciō, iacere, iēcī, iactus, throw, hurl, throw up, erect

iam, *adv.*, now, already; nōn iam, no longer

iānitor, iānitōris, *m.*, doorkeeper, porter, janitor

iānua, –ae, *f.*, door, entrance, gate, approach

Iānus, –ī, *m.*, Janus, god of beginnings

ibi, *adv.*, there

igitur, *conj.*, therefore, consequently

ille, illa, illud, (*demons. pronoun*) that; he, she, it

imitor, imitārī, imitātus, imitate, portray, represent

immortālis, –e, *adj.*, undying, immortal, eternal

imperātor, imperātōris, *m.*, commander, general, emperor

imperātrīx, imperātrīcis, *f.*, a woman who commands, mistress

imperītus, –a, –um, *adj.*, inexperienced, unskilled, ignorant

in (*prep. w. abl.*), in, on; (*prep. w. acc.*), into, against

incertus, –a, –um, *adj.*, uncertain, vague, irresolute, indefinite

Indicus, –a, –um, *adj.*, of India, Indian

indūcō, –dūcere, –dūxī, –ductus, lead in, introduce, induce, persuade

inertia, –ae, *f.*, idleness, laziness

inimīcus, –a, –um, *adj.*, unfriendly; *as noun*, foe, enemy, (*private*)

iniūria, –ae, *f.*, injustice, wrong, insult

iniūstus, –a, –um, *adj.*, unjust, wrongful

īnsomnia, –ae, *f.*, sleeplessness, watching

īnstaurō, –āre, –āvī, –ātus, renew, resume, repeat

īnsula, –ae, *f.*, island

integer, integra, integrum, *adj.*, untouched, unhurt, whole, entire, fresh

integrē, *adv.*, purely, honestly

inter (*prep. w. acc.*), between, among

interfundō, –fundere, –fūdī, –fūsus, pour between, interpose

intrō, –āre, –āvī, –ātus, go into, enter, penetrate, intrude

invideō, –vidēre, –vīdī, –vīsus, be prejudiced against, envy, grudge

ipse, ipsa, ipsum, (*demons. pron.*) self, in person, very

īrācundia, –ae, *f.*, anger, wrath, passion

**is, ea, id** (*demons. pron.*), this, that; he, she, it

**ita,** *adv.* thus, so

**Ītalia, –ae,** *f.,* Italy

**iter, itineris,** *n.,* journey, march, voyage

**iterum,** *adv.,* again

**iūcundus, –a, –um,** *adj.,* pleasing, delightful, agreeable

**Iūlia, –ae,** *f.,* Julia

**Iūlius, –ī,** *m.,* Julius

**iungō, iungere, iūnxī, iūnctus,** join, unite, yoke, harness

**Iūnō, Iūnōnis,** *f.,* Juno, *wife of Jupiter; queen of the gods*

**Iuppiter, Iovis,** *m.,* Jupiter, *chief of the gods, ruler of heaven and earth*

**iūs, iūris,** *n.,* right, justice

**iūstē,** *adv.,* justly

**iūstitia, –a,** *f.,* justice

**iūstus, –a, –um,** *adj.,* just, lawful, proper

**iuventūs, iuventūtis,** *f.,* youth

**iuvō, –āre, iūvī, iūtus,** help, assist

## K

**Kalendae, –ārum,** *f.,* the Calends, first day of the month

## L

**labor, labōris,** *m.,* toil, hardship, work

**labōrō, –āre, –āvī, –ātus,** strive, labor, struggle, suffer

**lacrima, –ae,** *f.,* tear

**lapis, lapidis,** *m.,* a stone

**lapsus, lapsūs,** *m.,* a falling, slipping, fault, error

**largus, –a, –um,** *adj.,* abundant, copious

**laudābilis, –e,** *adj.,* praiseworthy

**laudō, –āre, –āvī, –ātus,** praise, honor, approve, extol

**laurus, –ī,** *f.,* a bay-tree, laurel

**laus, laudis,** *f.,* praise, glory, fame

**lēgālis, e,** *adj.,* legal

**lēgātus, –ī,** *m.,* ambassador, envoy; lieutenant

**legō, legere, lēgī, lēctus,** gather, pick, choose, elect; read

**lēnitās, lēnitātis,** *f.,* softness, mildness, gentleness

**lentē,** *adv.,* slowly, leisurely, calmly

**leō, leōnis,** *m.,* lion

**lēx, lēgis,** *f.,* law

**līber, lībera, līberum,** *adj.,* free

**liber, librī,** *m.,* book

**līberō, –āre, –āvī, –ātus,** set free, liberate

**lībertās, lībertātis,** *f.,* freedom

**libet, lībēre, libuit,** *or* **libitum est,** it pleases, it is agreeable

**lībra, –ae,** *f.,* balance, pair of scales

**licet, licēre, licuit, licitum est,** it is lawful, it is permitted

**līgnum, –ī,** *n.,* wood, timber

**ligō, –āre, –āvī, –ātus,** tie, bind

**līlium, –ī,** *n.,* lily

**līnea, –ae,** *f.,* thread, string, line, limit

**lingua, –ae,** *f.,* tongue, speech, language

**līnum, –ī,** *n.,* flax, thread

**līs, lītis** *f.,* strife, dispute, suit at law

**littera (lītera), –ae,** *f.,* a letter, handwriting; *plu.,* an epistle, literature, learning

**lītus, lītoris,** *n.,* seashore, beach, strand

locō, –āre, –āvī, –ātus, place, put, arrange, locate

locus, –ī, *m.*, (*plural also*, loca, *n.*), place, spot, position

longus, –a, –um, *adj.*, long

loquor, loquī, locūtus, speak, talk, tell

luctor, luctārī, luctātus, wrestle, struggle, strive

lūdō, lūdere, lūsī, lūsus, play, frolic, make sport of, ridicule

lūdus, –ī, *m.*, a game, pastime, show, exhibition; place for exercise, school

lūmen, lūminis, *n.*, light

lūx, lūcis, *f.*, light

## M

magister, magistrī, *m.*, master chief, pilot, teacher

māgnus, –a, –um, *adj.*, (*comp.*, māior; *superl.*, māximus), large, great

Māius, –a, –um, *adj.*, of the month of May; *as noun, m.*, May

māior, *see* māgnus

mālō, mālle, māluī, —, prefer

malus, –a, –um *adj.*, (*comp.*, pêior; *superl.*, pessimus), bad, evil

mandō, –āre, –āvī, –ātus, commit, intrust, order

maneō, manēre, mānsī, mānsūrus, stay, remain

Mantua, –ae, *f.*, Mantua, *a village in northern Italy*

manus, manūs, *f.*, hand; force, band, company

Mārcus, –ī, *m.*, Marcus

mare, maris, *n.*, sea

Marīa, –ae, *f.*, Mary

Mārs, Mārtis, *m.*, god of war, Mars, Ares

mārtiālis, –e, *adj.*, war-like

Massilia, –ae, *f.*, Marseilles

māter, mātris, *f.*, mother

māteria, –ae, *f.*, matter, stuff, lumber

mātūtīnus, –a, –um, *adj.*, of the morning, early

mausōlēum, –ī, *n.*, tomb

medicīna, –ae, *f.*, the healing art, a remedy, medicine

melior, melius, *see* bonus

membrum, –ī, *n.*, a limb, member, (of the body)

memoria, –ae, *f.*, memory, remembrance

memorō, –āre, –āvī, –ātus, mention, relate

mēns, mentis, *f.*, mind, feeling, purpose

meus, mea, meum (*possess. adj.*) of me, my, mine, my own

mīlitāris, –e, *adj.*, of a soldier, military

mīlitia, –ae, *f.*, military service, warfare

mīlle, (*plural*, mīlia), thousand

minimē, *adv.*, (*superl. of* parum, little), very little, not at all

minister, ministrī, *m.*, servant, helper

ministrō, –āre, –āvī, –ātus, wait upon, serve

minor, minus, (*comp. from* parvus, small)

minūtia, –ae, *f.*, smallness, fineness; *plu.*, trifles

misceō, miscēre, miscuī, mīxtus, mix, unite

miseria, –ae, *f.*, wretchedness, unhappiness

mittō, **mittere, mīsī, missus,** send, dismiss

modus, **-ī,** *m.,* measure, limit; way, manner

mōmentum, **-ī,** *n.,* movement, motion; moment

monēta, **-ae,** *f.,* coin, money

mōns, **montis,** *m.,* mountain

mōnstrō, **-āre, -āvī, -ātus,** point out, indicate, advise, show

morātōrium, **-ī,** *n.,* a delay, postponement

morior, **morīrī, mortuus,** die

mors, **mortis,** *f.,* death

mortālis, **-e,** *adj.,* mortal, human

mōs, **mōris,** *m.,* custom, habit, usage

moveō, **movēre, mōvī, mōtus,** move, stir, remove, dislodge, disturb, excite

mox, *adv.,* soon

multitūdō, **multitūdinis,** *f.,* multitude

multus, **-a, -um,** *adj.,* much, many

mundus, **-ī,** *m.,* world, earth, universe

mūnicipium, **-ī,** *n.,* a free town, city

mūnus, **mūneris,** *n.,* service, function, duty, tribute, gift

mūsēum, **-ī,** *n.,* seat of the Muses, museum, library

mūsica, **-ae,** *f.,* music

mūtābilis, **-e,** *adj.,* changeable

## N

nārrō, **-āre, -āvī, -ātus,** tell, relate, report

nāscor, **nāscī, nātus,** be born, begin, rise, arise

nātūra, **-ae,** *f.,* nature

nātus, *see* nascor

nausea, **-ae,** *f.,* seasickness

nauta, **-ae,** *m.,* sailor

nāvālis, **-e,** *adj.,* of ships, nautical, naval

nāvigium, **-ī,** *n.,* vessel, ship, boat

nāvigō, **-āre, -āvī, -ātus,** sail, navigate

nāvis, **nāvis,** *f.,* ship

nē, *adv. and conj.,* no, not; lest, that not

-ne, *enclitic; added to initial word of a sentence as sign of interrogation*

nebula, **-ae,** *f.,* fog, cloud

necessārius, **-a, -um,** *adj.,* unavoidable, necessary

necesse, *indecl. adj.,* unavoidable, necessary

necō, **-āre, -āvī, -ātus,** kill

nectō, **nectere, nēxuī, nēxus,** bind, tie, connect

nēmō, (*dative* **nēminī,** etc.), no one

nihil (also **nīl**), *n., indecl.,* nothing, not at all

nisi, *conj.,* if not, unless

nix, **nivis,** *f.,* snow

nōbilis, **-e,** *adj.,* well-known, famous, noted, noble

nōmen, **nōminis,** *n.,* name

nōn, *adv.,* not

nōnne, *interrog. adv.,* not, (*expecting affirmative answer*)

nōnus, **-a, -um,** *adj.,* ninth

nōrma, **-ae,** *f.,* rule, pattern

nōs, *plural of* ego

nōscō, **nōscere, nōvī, nōtus,** learn, understand

noster, **nostra, nostrum,** (*possess. adj.*), our, our own, ours, of us

novem, (*numeral*) *indecl.*, nine

nox, noctis, *f.*, night

nucleus, –ī, *m.*, nut, kernel

nūmen, nūminis, *n.*, divine will, supreme authority, power

numerus, –ī, *m.*, number

nunc, *adv.*, now

## O

ob, (*prep. w. acc.*) on account of

obstō, –stāre, –stitī, —, stand against, hinder, resist

occupō, –āre, –āvī, –ātus, seize, occupy, win

occurrō, –currere, –currī, –cursus, run against, meet, attack, resist, occur

ōceanus, –ī, *m.*, the ocean

octāvus, –a, –um, (*ordinal numeral*), eighth

octō, (*numeral*) *indecl.*, eight

odium, –ī, *n.*, hatred, enmity

officium, –ī, *n.*, service, duty, office

olīva, –ae, *f.*, olive, olive-tree

omnis, –e, *adj.*, all, every

operor, operārī, operātus, labor, work, serve

oppidum, –ī, *n.*, town

oppūgnātiō, oppugnātiōnis, *f.*, an attack

oppūgnō, –āre, –āvī, –ātus, attack

ops, opis, *f.*, aid, help, power, wealth

optimē, *see* bene

opus, operis, *n.*, work, labor, fortification, workmanship, art

ōrātiō, ōrātiōnis, *f.*, speech, oration

ōrātor, ōrātōris, *m.*, speaker, orator

orbis, orbis, *m.*, circle, orbit of earth, path, the earth, universe, cycle

ōrō, –āre, –āvī, –ātus, speak, plead, beg, entreat

ōtium, –ī, *n.*, leisure, ease, idleness; rest, quiet, peace

## P

pabulum, –ī, *n.*, food, fodder, pasturage

pācō, –āre, –āvī, –ātus, pacify, subdue

paenīnsula, –ae, *f.*, a peninsula

pāgānus, –a, –um, *adj.*, of the country, rustic

pāgina, –ae, *f.*, sheet of paper, page

palma, –ae, *f.*, the palm, hand; palm-tree, palm, token of victory, prize

palūster, palūstris, palūstre, *adj.*, swampy

papȳrus, –ī, *f.*, paper-plant, papyrus, paper

parō, –āre, –āvī, –ātus, make ready, prepare, provide

parum, (*adv. from* parvus), little

parvus, –a, –um, *adj.*, small

pāscō, pāscere, pāvī, pāstus, feed, nourish, support

passer, passeris, *m.*, sparrow

pater, patris, *m.*, father

patria, –ae, *f.*, fatherland, country, native land

patricius, –a, –um, *adj.*, patrician, noble

patrōna, –ae, *f.*, protectress

paucī, paucae, pauca, *adj.*, (*plural only*), few

paulō, *adv.*, a little

pauper, pauperis, *adj.*, poor; *as noun*, a poor man

pāx, pācis, *f.*, peace

pecūnia, –ae, *f.*, money

pellō, pellere, pepulī, pulsus, drive out, drive away, expel, defeat, repel

pendeō, pendēre, pependī, —, hang, depend

pendulus, –a, –um, *adj.*, hanging, pendent, doubtful

penitus, *adv.*, inwardly, deeply, far within, wholly

penna, –ae, *f.*, feather, plume

per (*prep. w. acc.*), through

peragō, –agere, –ēgī, –āctus, pass through, agitate, carry out, complete

perdō, perdere, perdidī, perditus, destroy, lose, ruin, waste

perdūcō, –dūcere, –dūxī, –ductus, lead through, conduct, guide, persuade, induce

pergō, pergere, perrēxī, perrēctus, proceed, make haste

perīculum, –ī, *n.*, danger, peril

perītus, –a, –um, *adj.*, skilled, experienced

permaneō, –manēre, –mānsī, –mānsūrus, stay, abide, endure

permoveō, –movēre, –mōvī, –mōtus, move deeply, arouse, excite, influence, induce

persōna, –ae, *f.*, person

pertineō, –tinēre, –tinuī, —, reach, extend, pertain

perveniō, –venīre, –vēnī, –ventus, come, reach, arrive, attain

petō, petere, petīvī, petītus, strive for, seek, beg, request; attack

phantasia, –ae, *f.*, notion, fancy

pictūra, –ae, *f.*, painting, picture

pīnus, pīnūs, *f.*, pine-tree, fir

pīrāta, –ae, *m.*, sea-robber, pirate

planta, –ae, *f.*, sprout, twig, plant

plānus, –a, –um, *adj.*, even, level, plane

platea, –ae, *f.*, area, court-yard

plēnus, –a, –um, *adj.*, full, crowded

plūs, plūris (*comp. of* multus, much), more

poena, –ae, *f.*, penalty, punishment

poēta, –ae, *m. or f.*, poet

Pompēiī, Pompēiōrum, *m.*, Pompeii, *a city destroyed by eruption of Mt. Vesuvius*

pōnō, pōnere, posuī, positus, put, place, build, propose

populus, –ī, *m.*, people

porta, –ae, *f.*, gate, entrance, door

portō, –āre, –āvī, –ātus, carry

possum, posse, potuī, —, be able, have power, can

post, (*prep. w. acc.*), behind, after

postscrībō, –scrībere, –scrīpsī, –scrīptus, add in writing

praeda, –ae, *f.*, booty, spoil, plunder

praemittō, –mittere, –mīsī, –missus, send forward

praemium, –ī, *n.*, reward, prize

praestō, –stāre, –stitī, –stitus, excel, surpass, be preferable, perform

praeter, (*prep. w. acc.*), beyond, contrary to, against, besides, except

premō, premere, pressī, pressus, press, pursue closely, overwhelm, sink

pretium, −ī, *n.*, price

prīvātus, −a, −um, *adj.*, personal, individual, private

prō, (*prep. w. abl.*), for, in place of, in front of, before

probō, −āre, −āvī, −ātus, approve

profundus, −a, −um, *adj.*, deep, vast, profound

prōgredior, prōgredī, prōgressus, go forward, advance, proceed

prohibeō, −hibēre, −hibuī, −hibitus, hold back, keep away, check, restrain, prevent

Promētheus, −ī, *m.*, Prometheus, *a character of classical mythology who brought fire to the earth for the use of mankind*

proprius, −a, −um, *adj.*, own, individual, peculiar, appropriate, proper

propter, (*prep. w. acc.*), on account of

prōvincia, −ae, *f.*, province, (*a portion of the Roman empire*)

pūblicus, −a, −um, *adj.*, of the people, public, official; cf. rēs pūblica, the government, republic

puella, −ae, *f.*, girl

puer, puerī, *m.*, boy; *in plural*, children

pūgna, −ae, *f.*, battle, fight

pūgnō, −āre, −āvī, −ātus, fight

pulcher, pulchra, pulchrum, *adj.*, beautiful, fair, handsome, noble, glorious

pulchrē, *adv.*, beautifully, nobly

pulvis, pulveris, *m.*, dust

punctum, −ī, *n.*, point, instant, moment

pūpa, −ae, *f.*, doll

pūrus, −a, −um, *adj.*, clean, pure, unstained, spotless, plain, unadorned

putō, −āre, −āvī, −ātus, estimate, consider, think, imagine

## Q

quam, *adv.*, how, how much, as, than

quamvīs, *adv. and conj.*, however much, as much as you will

quartus, −a, −um, (*ordinal numeral*), fourth

quattuor, (*indecl. numeral*), four

−que, (*enclitic conj.*), and (*translated before the word to which it is attached*)

quercus, quercūs, *f.*, oak-tree, garland of oak leaves

quī, quae, quod (*relative pron.*) who, which, that

quia, *conj.*, because

quīcumque, quaecumque, quodcumque (*relative pron.*), whoever

quīnque (*indecl. numeral*), five

quīntus, −a, −um (*ordinal numeral*), fifth

quis, quid, (*interrog. pron.*), who, what

quisque, quaeque, quidque (quodque), (*indef. pron. and adj.*), each, each one, every, everybody, everything

quisquis, quicquid (*rel. indef. pron.*) whoever, whatever

quod, *conj.*, because

quoque, *adv.*, also

quotus, −a, −um, *adj.*, of what number? how many?

## R

**radius, –ī,** *m.,* spoke (*in wheel*); radius (*of a circle*); beam, ray (*of light*)

**rādīx, rādīcis,** *f.,* root, foot, foundation, origin, source

**rapidus, –a, –um,** *adj.,* impetuous, rushing, swift, quick

**rārus, –a, –um,** *adj.,* thin, far apart, scattered, sparse, few

**recipiō, –cipere, –cēpī, –ceptus,** take back, carry back, regain

**rēctē,** *adv.,* rightly

**reddō, reddere, reddidī, redditus,** give back, return, hand over, surrender

**redūcō, –dūcere, –dūxī, –ductus,** lead back, bring back, restore

**rēgīna, –ae,** *f.,* queen

**rēgnō, –āre, –āvī, –ātus,** rule, reign, govern

**religō, –āre, –āvī, –ātus,** bind back, fasten up

**remittō, –mittere, –mīsī, –missus,** send back, return, yield, relax

**repellō, –pellere, reppulī, repulsus,** drive back, repulse, keep off, reject

**replicō, –āre, –āvī, –ātus,** fold back, open

**requiēs, requiētis,** *f.,* rest, repose

**requīrō, requīrere, requīsīvī, requīsītus,** search for, ask for, demand, be in want of, to feel need for

**rēs, reī,** *f.,* thing, affair, event; **rēs pūblica,** government; **rēs familiāris,** private property

**respondeō, respondēre, respondī, respōnsus,** answer, reply

**restituō, restituere, restituī, restitūtus,** replace, restore, revive, renew

**retineō, retinēre, retinuī, retentus,** restrain, keep back, retain, keep, repress

**rēx, rēgis,** *m.,* king

**rīdeō, rīdēre, rīsī, rīsus,** laugh, smile at, ridicule, mock, deride

**rīpa, –ae,** *f.,* bank (*of a stream*)

**rīvus, –ī,** *m.,* stream, brook

**rōbur, rōboris,** *n.,* oak; strength, firmness

**rogō, –āre, –āvī, –ātus,** ask, request

**Rōma, –ae,** *f.,* Rome

**Rōmānus, –a, –um,** *adj.,* Roman

**rosa, –ae,** *f.,* rose

**rōstrum, –ī,** *n.,* beak (*of bird*); prow (*of ship*); stage, platform

**rota, –ae,** *f.,* wheel

**rotundus, –a, –um,** *adj.,* round, smooth, polished

**ruber, rubra, rubrum,** *adj.,* red, ruddy

**rūgō, –āre, –āvī, –ātus,** crease, wrinkle

**rūrsus,** *adv.,* again

**rūsticus, –a, –um,** rustic, rural, of the country

## S

**sacer, sacra, sacrum,** *adj.,* consecrated, sacred

**saepe,** *adv.,* often

**salīva, –ae,** *f.,* saliva

**salūs, salūtis,** *f.,* safety, health

**salvātor, salvātōris,** *m.,* saviour, preserver

**salvus, –a, –um,** *adj.,* safe, well, sound, in good health

**sānctus, –a, –um,** *adj.,* sacred, holy, pure

sānitās, sānitātis, f., health, purity

sānus, –a, –um, adj., healthy, clean, sound, sane

sapiēns, sapientis, adj., wise, sensible

scientia, –ae, f., knowledge, wisdom

scīlicet, adv., of course, plainly, you may be sure

scintilla, –ae, f., spark

scola, –ae, f., leisure (for learning), school

scrībō, scrībere, scrīpsī, scrīptus, write

secundus, –a, –um, adj., second, following, favorable

sēcūrus, –a, –um, adj., free from care, untroubled, serene, safe, secure

sed, conj., but

sēdēs, sēdis, f., seat, chair, residence, abode

sēiungō, –iungere, –iūnxī, –iūnctus, disjoin, disunite

semper, adv., always

senex, senis, m., old man

sēparō, –āre, –āvī, –ātus, part, divide, separate, distinguish

septem (indecl. numeral), seven

septimus, –a, –um (ordinal numeral), seventh

sermō, sermōnis, m., discourse, conversation, speech, remark

serum, –ī, n., whey (of milk); watery portion of any liquid

servus, –ī, m., slave, servant

sex, (indecl. numeral), six

sextus, –a, –um (ordinal numeral), sixth

sī, conj., if

Sīcilia, –ae, f., Sicily

sīgnum, –ī, n., mark, sign, banner, signal

similis, –e, adj., like, similar

simul, adv., at the same time, at once, together

sine, (prep. w. abl.), without

sinister, sinistra, sinistrum, adj., on the left, unlucky, unfavorable

sōl, sōlis, m., sun

solidus, –a, –um, adj., whole, entire, dense, firm, solid

solum, –ī, n., ground, floor, soil

sōlus, –a, –um, adj., alone, only, sole

solvō, solvere, solvī, solūtus, loosen, release, set sail, unseal, open, dissolve

sonus, –ī, m., noise, sound

spatium, –ī, n., space, room, interval, leisure, opportunity

spectō, –āre, –āvī, –ātus, look at, watch, observe

spērō, –āre, –āvī, –ātus, hope, hope for, expect

spīrō, –āre, –āvī, –ātus, breathe, breathe forth, be inspired with

stadium, –ī, n., race-course

statua, –ae, f., image, statue

status, statūs, m., station, position, condition, state

stella, –ae, f., star

stilus, –ī, m., a pointed instrument used for writing on wax tablets, stylus, pencil

stimulus, –ī, m., prick, goad, spur, incentive

stō, stāre, stetī, status, stand, stand firm, remain

strātum, –ī, n., covering, layer

struō, struere, strūxī, strūctus, heap up, build, arrange, prepare, devise

studeō, studēre, studuī, —, be eager, desire

sub, (*prep. w. acc. and abl.*), *with acc.*, under, below, beneath, up-to; *with abl.*, under, below, beneath, at-foot-of, at

subdūcō, –dūcere, –dūxī, –ductus, lead away, withdraw

submittō, –mittere, –mīsī, –missus, lower, let down; send as aid, help, yield

suī (*reflexive pron.*) gen.; *dat.*, sibi; *acc. or abl.*, sē *and* sēsē; himself, herself, itself; themselves

sum, esse, fuī, futūrus, be, exist

summus, –a, –um, *adj.*, *superl.*, top-of, highest, greatest, supreme, best, latest

sūmō, sūmere, sūmpsī, sūmptus, take, assume, undertake

super (*prep. w. acc. and abl.*), over, above, upon, at, during

superō, –āre, –āvī, –ātus, surpass, overcome

supersum, –esse, –fuī, –futūrus, be left, remain, survive

suppleō, supplēre, supplēvī, supplētus, fill up, complete, supply

suprēmus, –a, –um, *adj.*, *superl.*, highest, greatest, last

sūrsum, *adv.*, upwards, on high, above

suscipiō, –cipere, –cēpī, –ceptus, receive, undertake, begin, assume

sustineō, –tinēre, –tinuī, –tentus, uphold, support, endure, sustain, hold out

suus, –a, –um (*possess. reflexive adj.*), his own, her own, its own, their own

syllabus, –ī, *m.*, a list, register


## T

tabula, –ae, *f.*, board, writing tablet, map

tam, *adv.*, so, so much

tamen, *adv.*, nevertheless, however, yet, still

tamquam, *adv.*, just as, as if, so to speak

tangō, tangere, tetigī, tāctus, touch, strike, border on, reach, touch upon, mention

tantus, –a, –um, *adj.*, so great, such

tardus, –a, –um, *adj.*, slow, tardy, late

tēlum, –ī, *n.*, weapon, missile, javelin

tempus, temporis, *n.*, time, season, occasion, opportunity

tenebrae, –ārum, *f.*, darkness, gloom

teneō, tenēre, tenuī, —, hold, keep, have

ter, *adv.*, three times

terminus, –ī, *m.*, boundary, limit, end

terra, –ae, *f.*, the earth, earth, land, country

tertius, –a, –um (*ordinal numeral*), third

theātrum, –ī, *n.*, theatre, stage

Tiberis, Tiberis, *m.*, the Tiber River

tībia, –ae, *f.*, tibia, bone of leg

timeō, timēre, timuī, —, fear, be afraid

toga, –ae, *f.*, Roman outer garment, toga, gown

**tollō, tollere, sustulī, sublātus,** lift, raise, take away, remove

**tōtus, −a, −um,** *adj.,* all, whole, total, entire

**trahō, trahere, trāxī, tractus,** draw, drag

**trāiciō, −icere, −iēcī, −iectus,** throw across, cross, pass over

**trāns,** (*prep. w. acc.*), over, across

**trānseō, −īre, −iī, −itus,** go across, pass by, overstep

**trānsferō, −ferre, −tulī, −lātus,** carry across, transfer, postpone

**trēs, tria,** (*numeral*), three

**tribuō, tribuere, tribuī, tribūtus,** grant, give, pay, render, assign

**tū, tuī,** (*personal pron.*), you

**tulī,** *see* ferō

**tum,** *adv.,* then, at the time

**turbō, −āre, −āvī, −ātus,** disturb, confuse

**tuus, −a, −um,** (*possess. adj.*), your, yours

## U

**ubi,** *adv.,* where, when

**ūltrā,** *adv. and prep. w. acc.,* beyond, on the farther side

**umbra, −ae,** *f.,* shade, shadow

**umquam,** *adv.,* ever

**uncia, −ae,** *f.,* twelfth part, trifle

**ūniversus, −a, −um,** *adj.,* all together, whole, entire

**ūnus, −a, −um** (*numeral*), one, alone, only

**urbs, urbis,** *f.,* city

**ut,** *conj., w. subjunctive,* that, in order that, so that; *w. indicative,* as, when

**ūtilis, −e,** *adj.,* useful

## V

**vacca, −ae,** *f.,* cow

**vādō, vādere, —, —,** go, walk, proceed

**valeō, valēre, valuī, valitūrus,** be strong, be able, prevail, avail; **valē, valēte** (*imperative*), farewell

**vāllum, −ī,** *n.,* wall

**vānus, −a, −um,** *adj.,* empty, vacant, vain, fruitless, false

**varius, −a, −um,** *adj.,* diverse, variable, different, fickle, changeable

**vehementer,** *adv.,* strongly, earnestly, violently

**vehiculum, −ī,** *n.,* vehicle, carriage

**vēlōx, vēlōcis,** *adj.,* swift, quick, rapid

**vēlum, −ī,** *n.,* sail

**veniō, venīre, vēnī, ventus,** come

**ventus, −ī,** *m.,* wind

**verbēna, −ae,** *f.,* verbena, (*a flower*)

**verbum, −ī,** *n.,* word

**vēritās, vēritātis,** *f.,* truth

**vertebra, −ae,** *f.,* vertebra, section of the spine

**vertō, vertere, vertī, versus,** turn, turn back, change

**vērus, −a, −um,** *adj.,* true, actual, just, proper

**vesper, vesperī,** *m.,* evening

**vestimentum, −ī,** *n.,* clothing

**Vesuvius, −ī,** *m.,* Vesuvius (*a volcano in Italy*)

**via, −ae,** *f.,* way, road, route

**(vicis) vicis,** *f.,* change, lot

**vicissim,** *adv.,* in turn, on the other hand

**victōria, −ae,** *f.,* victory

**videō, vidēre, vīdī, vīsus,** see,

observe, perceive; *in passive*, seem

vigeō, vigēre, viguī, —, be vigorous, thrive, flourish

vigilia, –ae, *f.*, sleeplessness, watching, guard

vigilō, –āre, –āvī, –ātus, watch, keep awake, be on guard

vīlla, –ae, *f.*, farmhouse, country home

vincō, vincere, vīcī, victus, conquer, defeat, overwhelm, win

vinculum, –ī, *n.*, bond, fetter, imprisonment, chains

vir, virī, *m.*, man, hero, husband

virgō, virginis, *f.*, maiden, girl

viridis, –e, *adj.*, green, fresh, vigorous

virtūs, virtūtis, *f.*, virtue, courage, character

vīta, –ae, *f.*, life

vīvidus, –a, –um, *adj.*, lively, vigorous

vīvō, vīvere, vīxī, victus, live, be alive, survive

vīvus, –a, –um, *adj.*, alive, living

vocō, –āre, –āvī, –ātus, call, summon, name

volō, velle, voluī, —, wish, be willing, desire

volvō, volvere, volvī, volūtus, roll, turn around

vōs, *plural of* tū

vōx, vōcis, *f.*, voice, sound, cry

vulgus, –ī, *n.*, mass, crowd, public, people, mob, populace

# APPENDIX IV

## ENGLISH–LATIN VOCABULARY

This list includes only the words employed in the English-Latin translation exercises of the text. The Latin-English vocabulary includes every word used or mentioned in any way in the entire book.

**after,** post, (*w. acc.*)
**among,** apud, (*w. acc.*); in, (*w. abl.*)
**and,** et
**approve,** probō
**are,** *see* **be**
**arm,** armō
**await,** exspectō

**bank,** (*of river*) rīpa, –ae, *f.*
**be,** sum
**beauty,** grātia, –ae, *f.*
**beautiful,** pulcher, –chra, –chrum
**because,** quod
**behind,** post, (*w. acc.*)
**book,** liber, librī, *m.*
**boy,** puer, puerī, *m.*
**but,** sed

**carry,** portō
**center,** centrum, –ī, *n.*
**circus,** circus, –ī, *m.*
**Clara,** Clāra, –ae, *f.*
**Cornelia,** Cornēlia, –ae, *f.*
**courtyard,** platea, –ae, *f.*

**daily,** cotīdiānus, –a, –um
**daughter,** fīlia, –ae, *f.*
**dependable,** certus, –a, –um; fīdus, –a, –um
**desire,** dēsīderō
**doll,** pūpa, –ae, *f.*

**eager, be eager,** studeō
**enter,** intrō

**fair,** aequus, –a, –um
**fame,** fāma, –ae, *f.*
**farmer,** agricola, –ae, *m.*
**farmhouse,** vīlla, –ae, *f.*
**favor,** faveō
**feather,** penna, –ae, *f.*
**field,** ager, agrī, *m.;* campus, –ī, *m.*
**five,** quīnque
**fold,** replicō
**friend,** amīcus, –ī, *m.*
**from,** ā, ab (*away from*); ē, ex (*out from*)

**game,** lūdus, –ī, *m.*
**give,** dō
**grain,** frūmentum, –ī, *n.;* grānum –ī, *n.*
**guide,** gubernō

**have,** habeō
**he,** is
**hesitate,** dubitō
**his,** ēius; suus, –a, –um (reflexive)
**home,** domus, –ūs, *f.*
**hour,** hōra, –ae, *f.*
**hundred,** centum

**I,** ego
**in,** in (*w. abl.*)

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into, in (*w. acc.*)
intrust, mandō
is, *see* be
island, īnsula, −ae, *f.*

joy, gaudium, −ī, *n.*
Julia, Iūlia, −ae, *f.*
just, iūstus, −a, −um

large, māgnus, −a, −um; largus −a, −um.
letter, litterae, −ārum *f. plu.*
lumber, māteria, −ae, *f.*

many, multī, −ae, −a
map, tabula, −ae, *f.*
me, *see* I
money, monēta, −ae, *f.*
move, moveō
music, mūsica, −ae, *f.*
my, meus, −a, −um

nature, nātūra, −ae, *f.*
necessary, necessārius, −a, −um
no, nōn (*w. verb*), minimē
not, nōn

on, in (*w. abl.*); (*not expressed in time phrases*)
open, replicō
our, noster, nostra, nostrum
out, out from, ē, ex, (*w. abl.*)

page, pagina, −ae, *f.*
paper, papȳrus, −ī, *m.*
person, persōna, −ae, *f.*
plant, planta, −ae, *m. or f.*
poet, poēta, −ae, *m. or f.*
poor, pauper, paupera, pauperum
prepare, parō
price, pretium, −ī, *n.*
province, provincia, −ae, *f.*
pupil, discipulus, −ī, *m.*

remain, maneō
river, rīvus, −ī, *m.*

safe, salvus, −a, −um; sēcūrus, −a, −um
school, scola, −ae, *f.*
see, spectō
seed, granum, −ī, *n.*
seem, *passive of* videō
ship, nāvigium, −ī, *n.*
show, mōnstrō
signal, sīgnum, −ī, *n.*
sixth, sextus, −a, −um
space, spatium, −ī, *n.*
stand, stō
Stella, Stella, −ae, *f.*
stream, rīvus, −ī, *m.*
string, līnea, −ae, *f.*
strong, fīrmus, −a, −um

teacher, magister, −trī, *m.*
thank, gratiās agō
that, is
their, eōrum, eārum, eōrum; suus, −a, −um (reflexive)
they, *plu. of* is
third, tertius, −a, −um
this, is
three, trēs, tria
through, per (*w. acc.*)
to, (*only w. verbs of motion*) ad, (*w. acc.*)
toward, ad, (*w. acc.*)
two, duo, duae, duo

uncle, avunculus, −ī, *m.*
untouched, integer, −gra, −grum
up, up-to, sub (*w. acc.*)

village, vīcus, −ī, *m.;* oppidum, −ī, *n.*

walk, ambulō
water, aqua, –ae, *f.*
we, *see* I
wheel, rota, –ae, *f.*
who, quis
whom, *see* who

with, cum (*w. abl.*)
woman, fēmina, –ae, *f.*
write, scrībō

you, tū
your, tuus, –a, –um

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